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ABSTRACT

To determine programmatic concerns to aid in the establishment or expansion of experiential education programs, a study gathered data by use of a mail questionnaire sent to nineteen experiential education programs in California, Florida, Massachusetts, and Ohio. The five constituent groups sampled were students, teachers/administrators, program coordinators in schools with experiential education programs, worksite supervisors, and parents. Based on a review of the literature, nine clusters of concern were identified as programmatic dimensions of experiential education: (1) goals and objectives; (2) school; (3) placements; (4) worksite supervisors; (5) staff; (6) students; (7) parents; (8) evaluation; and (9) community school interface. These clusters formed the basis for the development of items to be included in the questionnaire. Priority concerns for each group were analyzed according to characteristics of the respondent group and the programs they represent, and ways to increase the likelihood of program success based on the information were suggested. Significant concerns were revealed in a number of areas: for example, girls place greater priority on the aspects of their community placement than boys, and worksite supervisors generally consider their role extremely important to the workplace. Questionnaires and data are included. (Author/MEK)

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PRIORITY CONCERNS OF
FIVE GROUPS INVOLVED IN
EXPERIENTIAL EDUCATION PROGRAMS

TECHNICAL REPORT

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U.S. DEPARTMENT OF HEALTH,
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FINAL REPORT OF THE PROJECT

Conducted Under Grants OB-NIE-G-78-0111 and OB-NIE-G-78-0211

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FOREWORD

As the understanding of experiential education grows and the knowledge of its impact on youth in their transition to adulthood and work becomes more common, demands for experiential opportunities are likely to increase. As communities seek to establish or expand experiential education opportunities for their young people, the interaction of youth and adults must be effective and satisfying for everyone involved. Important to that process is a knowledge of the priority concerns held by all those participating in this process of learning and development.

This report is part of a study of policy issues in experiential education conducted by the Learning in Work Research Program at the National Center for Research in Vocational Education. We are indebted to those who participated in the study for our increased understanding of the priorities and concerns of the various constituencies. The technical panel sharpened our focus by helping us develop the questionnaires submitted to each of the constituencies. For their work we acknowledge the contributions of Dan Conrad, Center for Youth Development, University of Minnesota, (Student); Mrs. Barbara Kinderman, Upper St. Clair, Pennsylvania, (Parent); Robert Lipscomb, National Education Association, (Teacher/Administrator); Jerry Bowman, Arizona State Department of Education; James Ellesberry, Learning Unlimited, North Central High School, Indianapolis; Robert Blum, Northwest Regional Education Lab (Experiential Education Program Directors); and Dorothy Shields, AFL-CIO, (Labor). We are also indebted to the coordinators of the cooperating programs who were helpful in getting the questionnaires to the targeted people. Of course, without the cooperation of the responding teachers and administrators, students, parents, and worksite supervisors, there would be nothing to report. To them also we are indebted.

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Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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ABSTRACT

By determining the priority concerns of five groups most directly involved in experiential education programs, this study establishes a quantitative basis for helping individuals or community groups, especially schools, inaugurate or expand experiential learning. The report presents the purpose, the theoretical base, the procedures, and the findings of a study of the priority concerns held by the five constituent groups: students, teachers/administrators, and program coordinators within schools having experiential education programs; and by worksite supervisors and parents outside the schools.

With the priority concerns identified and analyzed according to specific and distinct characteristics of the respondents and the programs they represent, the report suggests ways to increase the likelihood of program success.

The findings are based on the responses to specific questionnaires submitted to those five separate groups representing nineteen experiential education programs located in California, Florida, Massachusetts, and Ohio. The selection represents a broad spectrum of the various kinds of existing experiential education programs ranging from service learning to paid employment programs.

Significant concerns were revealed in a number of areas, for example, that girls attach greater priority to the aspects of their community placements than boys, or that worksite supervisors generally consider their role extremely important in student adjustment to the workplace.

We believe that both researchers and practitioners will find these priority concerns useful, as well as informative, in their efforts to devise and carry out successful experiential programs.

CHAPTER I

THE DESIGN

Objectives of the Study

Constant changes occurring within our society are having many adverse effects on youth in their transition to adulthood. Among these are changes in the family, in the neighborhood, in basic institutions such as the church, and in employment practices which affect men and women as parents and youth. The evidence of alienation and rootlessness among growing numbers of youth has led to changes in the environments where youth learn and develop, thereby bringing significant changes in where and with whom they spend large portions of their school days. Resulting are practices commonly referred to as experiential education, which is defined as "the process of learning about work and other life roles by studying, observing, and performing them in any environment (usually outside the school) where those roles occur."¹ Another writer defines it thus, "educational programs functioning outside of conventional school classrooms that involve participants in extensive interaction with each other, with other people, or both. It is synonymous or closely related to such terms as 'action learning,' 'youth participation,' 'youth involvement' and 'work experience.'"²

Inaugurating experiential education or expanding it significantly in the communities served by schools requires bringing together a disparate, traditionally separate set of community groups to serve youth. To improve youth transition to adulthood through experiential education in the workplace requires that worksite supervisors, parents, and organized labor (outside of school) and that students, teachers/administrators, and program coordinators (within schools) form new

1. Richard J. Miguel, ed., Experiential Education Policy Guidelines (Columbus: National Center for Research in Vocational Education, 1979), p. 1.

2. Stephen F. Hamilton, "Experiential Learning Programs for Youth," mimeographed (Ithica, N.Y.: Cornell University, 1979).

linkages. Each of them must share the responsibilities for learning by young people and contribute to that process, a concept which is integral to the change from the traditional process of schooling.

Bringing these groups into effective cooperation and interaction requires that we know about their priority concerns, their beliefs, and their values regarding experiential education. The objective of this study, therefore, is to pinpoint the primary priority concerns of each of these constituencies most directly involved in such programs. A further purpose is to determine differences in the priorities among distinct groups within the constituencies.

Procedures of the Study

This project began as a study to learn which factors contribute to the success of experiential education programs. Although the wide diversity in significant and manageable program types militated against designating any set of concrete factors for success, the climate in which success is achieved became increasingly clear.

It occurred to us that chances for success are enhanced when positive actions and attitudes emanate from involved groups at the same time. We further believed that an awareness of the primary concerns of all constituent groups would enable better informed program planners and initiators to interact with participants favorable and supportive in all areas.

The Learning-in-Work Research Program at the National Center was already conducting studies on a variety of experiential education programs. Miguel was collecting data from nineteen programs for the study of the nomothetic and idiographic characteristics of each.¹ Wasson was collecting data from the same programs for the study Collaboration in Experiential Education: A Profile of Participant Expectations.

1. Richard J. Miguel, Work-Centered and Person-Centered Dimensions of Experiential Education: An Exploratory Study with Implications for a Typology of Programs (Columbus: National Center for Research in Vocational Education, 1980); Louise E. Wasson, Collaboration in Experiential Education: A Profile of Participant Expectations (Columbus: National Center for Research in Vocational Education, 1980).

The work of these two, as well as previous work done by the Learning-in-Work Research Group, contributed significantly to the reasoning which led to this study. The Experiential Education Policy Guidelines¹ was in itself a study of the priority concerns of an Advisory Panel which produced the guidelines described therein. The panel represented a broad spectrum of society -- large and small business, labor, education community organizations, etc. The process which produced that document made very apparent the difference in beliefs and values held by the represented groups, all of whom had in common a willingness to participate in the process of helping youth make effective transitions to the workplace. Wasson's Primer on Programs,² an extensive assessment of the broad variety of experiential education programs, emphasized the need for extensive cooperation and interaction on behalf of the education of youth that is not characteristic of traditional education. The preliminary work done by the principal investigator had indicated the importance of cooperation from various constituencies, and telephone interviews with several project directors regarding success factors in their programs had repeatedly generated comments on this need.

Therefore, we began to list what we considered the most important beliefs and concerns held by each of these constituencies becoming involved in an EE program. From those lists we refined the contents into a questionnaire format for each constituency which was designed to enable respondents to indicate their priority concerns or expectations.

At the same time, we identified a representative of each of these constituencies, seeking individuals knowledgeable and experienced in experiential education from their own perspective. In doing so, we identified a parent who had had children in experiential education programs, a labor representative who had worked closely with experiential programs, a business man whose corporation had participated actively in initiating experiential learning programs in neighboring schools and who had personally enabled youth to learn on its premises, a teacher who had worked with developers of experiential education policy, and a teacher who had worked in implementing experiential opportunities and evaluating student progress. In addition,

1. Miguel, Policy Guidelines.

2. Louise E. Wasson, ed., Experiential Education: A Primer on Programs (Columbus: National Center for Research in Vocational Education, 1978).

we identified three persons who had initiated and directed three different kinds of experiential programs: Cooperative Vocational-Occupational Education, Experience-Based Career Education, and a form of community-based learning. We then invited all these people to comprise a technical panel for developing our questionnaire.

After sending each panel member the preliminary draft of a specific questionnaire to be submitted to the constituency he or she represented, we invited the members to attend a meeting at the National Center for Research in Vocational Education where we would revise the instruments and produce finished draft versions for each constituency. In preparation for the meeting, the members were asked to make changes they deemed necessary and useful from their own perspectives in a form which could be reproduced and distributed to other members of the technical panel.

On May 22 the work session was held in Columbus. In the morning, we asked each panel member to present his/her questionnaire, with revisions, to the entire group, thereby enabling us to obtain the perspective of each constituency represented. This pattern also gave each panel member the reaction to his/her work from the rest of the group. Following this process, we asked each panel member to make whatever revisions he/she felt necessary as a result of the morning session.

Although the person representing EBCE was not able to come to the meeting of the technical panel, he prepared his recommendations and submitted them to us prior to the meeting. We then arranged for him to discuss his recommendations with the panel by conference phone. The other two representatives of experiential education programs (COVE and community-based learning) were asked to collaborate on the questionnaire for program coordinators based on the input from EBCE.

At the close of the day, a questionnaire had been drafted which represented (1) the initial combined thinking of National Center representatives, (2) the preliminary contributions submitted by individual panel members, (3) the reaction of other panel members to this revision, and (4) the second revised version submitted by each panel member or group (in the case of program coordinator).

To give the questionnaires a common format and to facilitate respondent reactions to the questionnaires, the final design was characterized by a lead question: How important is it that . . . ? with the following items worded as a complete statement. (See Appendix B for copies of all the questionnaires as used)

Time and money limited the breadth of this study. With no resources to develop an extensive new base from which to collect the data being sought, we turned to the nineteen programs Miguel and Wasson were already studying. (These studies include a detailed basis for selecting this sample set of programs.) When we contacted directors of these programs for help in our data-collection effort, all agreed to cooperate. (See Appendix A for the names of the programs and their directors)

We then sent each program director a packet of questionnaires: twenty for students, five for teacher/administrators, five for parents, five for supervisors, and one for the project coordinator. We asked the director to administer the student questionnaires and to return them to us. Teacher/administrator, parent, and supervisor questionnaires were placed in stamped envelopes with business reply envelopes enclosed, and the program coordinator was asked to address the envelopes and mail them to selected representatives of the constituencies. The coordinators were also asked to complete and return their own questionnaires. While student questionnaires were returned directly to us, others were mailed to us by individual respondents in business reply envelopes.

After establishing what we considered the most important priority concerns, we also began to plan how we would treat the collected data. We expected responses to vary because of unique characteristics within individuals, within programs, and within constituencies.

Our first purpose was to determine the rank order of the priorities represented in the individual questionnaire items. Although we anticipated unique differences in rank order within a constituency dependent upon certain specific program characteristics, we realized that lack of time and sheer volume would not permit an item-by-item analysis of the data collected. Therefore, we decided to cluster items from all of the questionnaires dealing with similar matters. Nine such clusters evolved: goals, school, placement, worksite supervisors, staff, students, parents, evaluation, school/community interface.

Several basic questions were applied to the data for analysis:

- Were there differences in responses according to sex?
- Were there differences in responses according to type of program -- nomothetic or idiographic?

- Were there differences in responses of students and their parents according to the paid and nonpaid aspect of the program?
- Were there differences in responses of students and their parents according to programs granting or not granting academic credit?
- Were there differences in responses between teachers and administrators?
- Were there differences in responses of supervisors according to the profit and nonprofit organization of the worksite?
- Were there differences in responses of students and their parents according to the grade level of enrollment?

Limits of This Study

We found when we began to disseminate our questionnaires that we had no base for a labor constituency, since none of the programs had direct involvement with labor in a way which would enable us to gather the data we were seeking. Our efforts to gather information from other sources and contacts with labor also failed to produce sufficient useful data. Therefore, that constituency is not represented in the data presented.

The procedure described above quite obviously does not purport to be a formal research design. However, we were careful to develop a questionnaire for each constituency which would accurately represent the important concerns and expectations of that constituency. We are aware that our sample is arbitrary and selected on the basis of availability. While it is limited, it is representative for exploratory purposes. We make no claim for the validity of the responses beyond the reasonable interest and balanced judgement of those asked to be respondents. Limits in time and money did not allow us to pursue gaps in the data. Therefore, data from some programs are not complete because not all constituencies are represented.

We have made no effort to assess communities, having no special knowledge of unusual attitudes toward youth, either favorable or unfavorable. Neither have we any knowledge of other community characteristics which might influence attitudes toward community participation in experiential education or in

any other way. We do not know what priorities are held by those who determine the budgets which support the programs and the personnel involved.

Definition of Terms

Constituency

Constituency is a term of convenience. Each experiential education program relies upon the direct or indirect participation of six distinct groups within the community where the program functions. Because of the active involvement and direct or indirect participation of these people, we have used the word "constituency" to refer to them collectively or as the respective individual group. While this is not a common use of this word, it does reflect the nature of the relationship each group holds to a program and implies a distinct and different set of people.

Nomothetic and Idiographic

For purposes of examination and analysis, experiential education programs can be regarded as social systems. Getzels has used this concept of organizations to analyze their administrative behavior.¹ To this end he has identified "two classes of phenomenon" which prevail in the administration of organizations or groups as "the institutions, with certain roles and expectations, that will fulfill the goals of the system; and the individuals, with certain personalities and dispositions, inhabiting the system." It is the interaction of these two which comprises what he calls the "social behavior" of such bodies or groups. He holds that this behavior may be understood "as the function of the major elements: institution, role, and expectation, which together constitute the nomothetic or normative dimension of activity in a social system; and individual, personality, and need disposition, which together constitute the idiographic or personal dimension of activity in a social system." Thus, all groups or programs are constantly functioning in this framework, serving simultaneously the normative purposes for being and responding to the personalistic and individualistic distinction of the incumbents. It is obvious that neither of these is absolute in any organization. However, it is quite likely that one or the other will dominate as a characteristic of function and operation.

1. Jacob W. Getzels, James M. Lipham, and Roald F. Campbell, Educational Administration as a Social Process (New York: Harper & Row, 1968).

As a part of efforts to describe experiential education and to understand the common ingredients of this dimension of public education more thoroughly, Miguell¹ applied Getzels' framework to the nineteen programs in this study. He sought to determine which of the two dimensions seemed to dominate in each program and to determine where the focus of each program was concentrated. On the basis of his findings we classified the programs which studied as nomothetic (i.e., focused primarily on the norms of the workplaces) or idiographic (i.e., focused primarily on the needs and dispositions of the learners) for a part of our analysis of the questionnaire responses.

1. Miguel, Work-Centered and Person-Centered.

CHAPTER II

WHAT OTHERS HAVE SAID

Background

The idea has been advanced recurrently that school is confining and limiting and that it disregards vital opportunities which enable children and youth to relate the formal cognitive learning of the classroom to the world around them. John Dewey was one who held these views.

Since the early 1960s, there have been rising concerns related to the difficult process by which young people make the transition to adulthood. Many writers¹ have designated changes occurring in the elements of the environments surrounding youth as causative factors of this difficulty: changes in the family, in the neighborhoods, in employment practices, and in institutions such as church and school -- all of which are instrumental in shaping youth for their transition from childhood to adulthood. This literature has also pointed to specific habits and activities which indicated the emergence of a youth sub-culture.

Significantly, some of these writers are social scientists, not educators. However, in the early seventies the role of the school came under sharp focus as an institution having the capacity to provide youth significantly different opportunities for learning and personal development. Sidney Marland, then an assistant secretary of the U.S. Department of Health, Education and Welfare, called for "career education," and the National Commission on Resources for Youth, for "youth participation."² At the same time, social scientists like Bronfenbrenner³ continued

1. Examples are Paul Goodman, Growing up Absurd (New York: Random House, 1960); James S. Coleman, Adolescent Society (New York: Free Press, 1971); and Erik H. Erikson, Identity, Youth, and Crisis (New York: W. W. Norton, 1968).

2. National Commission on Resources for Youth, New Roles for Youth (New York: Citation Press, 1974).

3. Urie Bronfenbrenner, Two Worlds of Childhood: US and USSR (New York: Russell Sage Foundation, 1970).

to cite evidence of the alienation and disaffection held by the generation born during and following World War II.

Gradually studies¹ of the American high school appeared, urging increased interaction between school and the rest of the society and all suggesting some form of experiential learning as a part of secondary education. These studies stressed the integration of youth and community as a goal for education in general and the importance of student responsibility in setting and meeting their individual goals. Recognizing the need to reduce school emphasis on the "child" in students and to increase the emphasis on the "adult" in youth, the studies recommended an increased effort to help adolescents become responsible, adult decision-makers in the community and to help them make effective transitions to work and self-fulfilling productivity.

Consequently, many forms of experiential learning began to emerge, the purposes of which generally fall into two broad categories: to enable youth to obtain employment or to foster personal development. Within the first category are long-established vocational education programs in the public schools, directly oriented to entry-level skills and employment. More recently, work-study programs have been inaugurated. Experience Based Career Education has been launched as a part of strong efforts at career education. The U.S. Department of Labor has entered the field, directing specific efforts at youth unemployment through the Youth Employment and Demonstrations Project Act (YEDPA) of 1977 and, as amended by the Comprehensive Employment and Training Act (CETA) of 1978. These government programs call for direct cooperation between schools and prime sponsors and are designed to create greater job opportunities for youth. They also seek new linkages for youth within the community.

Programs within the second category, of which there are many, are variously referred to as "action learning," "service learning," "youth participation," "community-based learning," and so forth, but all are designed with the emphasis on personal development. These stress a broader spectrum of purpose for learning and youth development, including interpersonal skills, career awareness, and the capacity to be responsible adults among adults. Whereas, some programs stress skills in citizen partici-

1. Among these were Frank Brown, et al., The Reform of Secondary Education (New York: McGraw Hill Book Co., 1973); James S. Coleman, Youth: Transition to Adulthood (Chicago: University of Chicago Press, 1974); and John Henry Martin, ed., The Education of Adolescents (Washington, D.C.: U.S. Printing Office, 1976).

pation, others stress skills in helping and caring for others.¹ Although having overtones of vocational development, programs which enable youth to assume roles of responsibility, to recognize and deal with the results of their own efforts, whether successful or unsuccessful, need not be specifically vocational in nature.

All experiential programs seek to overcome the consequences of adverse developments in our society as they affect youth. Erikson has termed the problem the "identity confusion" of adolescents. In our society, which is essentially work oriented, "occupational identity" is one dimension of this crisis.² Bronfenbrenner has written extensively on the changes in the structure of the family, a primary factor in reducing adult/youth interaction. He has pointed to the nature of employment of many fathers, which precludes them from close association with their children, and has noted the increasing number of working mothers, a fact which reduces even further adult contact and influence on youth. The growing divorce rate compounds the preceding factors.³ Keniston has written of the transformation of the family.⁴ Reduction in the responsibility young people are able to assume, for themselves and for others, is noted by these men, as well.

There is a growing awareness that many adverse factors prevail in the influences which help youth grow and develop into self-respecting adults who possess the inner strengths and personal skills to obtain their own greatest fulfillment. It is the purpose of experiential education programs to enhance such growth and development. However, the crux of the matter is to develop the most effective programs for attaining this goal.

Theoretical Base

The theoretical base for this study is an outgrowth of the work of psychologists like Nevitt Sanford and Urie Bronfenbrenner. Sanford formulated a base for considering the broad environmental factors which change behavior and influence human

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1. Hamilton, "Experiential Learning."
 2. Erikson, Identity, pp.131-32.
 3. Bronfenbrenner, Two Worlds of Childhood, p. 188.
 4. Kenneth Keniston, All Our Children (New York: Harcourt Brace Jovanovich, 1977).

growth.¹ Bronfenbrenner, prominent as a student of human development, recognizes an ecology of human development.² These scholars hold that the person and the environment, as well as the relations between them, must be understood. They recognize that human development is not unidirectional. Because community placements are likely environments for significant influence on personal growth and development, it follows that an understanding of priorities and expectations of each constituency within the environment is both useful and important.

Sanford believes that much research in this domain is too narrow and too specific. He writes, "We need theory that is not formal or mechanistic but dynamic, not elementaristic but holistic, not narrow and specialized but comprehensive, not concrete and tangible but on a level of abstraction that is appropriate to the problem at hand."³

He admits a need to understand clearly the way in which personality develops but argues that it cannot be fully understood without an awareness of the conditions under which the changes occur. Similarly, he holds that the measure of learning and growth has little meaning unless it is understood and perceived as a dynamic process and that any specific ability is of little consequence until it is applied in action.

In defending holism as a theory of human development, Sanford points out that the way an individual perceives a stimulus depends to a great degree on the environment in which it occurs, that an idea is or is not assimilated cognitively depending upon its consistency with previously conceived ideas, and that the meaning of any particular act depends on its place in the large pattern of action or pursuit.⁴ The better we understand the sentiment and priorities of the constituent groups which provide or influence the environment for experiential education, the greater will be the likelihood of developing environments favorable to effective growth among the participating youth.

Sanford argues for comprehensiveness as well. For example, in planning experiences designed to aid youth in their transi-

1. Nevitt Sanford, Self and Society (New York: Atherton Press, 1966).

2. Urie Bronfenbrenner, The Ecology of Human Development (Cambridge: Harvard University Press, 1979).

3. Sanford, Self and Society, p. 9.

4. Ibid., p. 12.

tion to adulthood, the breadth and depth of the resulting influences must not be ignored. Therefore it becomes important to include in this study parents, teachers, and administrators within the host school as well as leaders of organized labor outside. Though none participate directly in the experiential learning, they are a part of the comprehensive environment which influences youth experiences.

Bronfenbrenner takes this theoretical base even further.¹ He stresses the lack of attention paid to the scientific theory and the little empirical work related to "the function of the interplay between persons and environment." Consequently, there is too much focus on the "properties of the person and only rudimentary conception and characterization of the environment in which the person is found." The result has been poorly-formed structures and procedures for studying and applying this dimension to an understanding of human development. Thus, interpretations of environmental effects are couched in theories of class or locale and explained as attributes of the setting. Further limitations imposed on the understanding of human behavior, when the focus is this narrow, is that attention is seldom paid to the person's behavior in more than one setting, in which relations between settings can affect what happens within each. Even less often is there recognition that "events and conditions outside any immediate setting containing the person can have a profound influence on behavior and development within that setting."

According to Bronfenbrenner, "The ecological environment is conceived . . . a nested arrangement of concentric structures, each contained within the next. These structures are referred to as the micro-, meso-, exo-, and macrosystems." His definitions are as follows:²

- A microsystem is a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics.

The setting is a place where face-to-face interaction between people is readily and regularly going on. Included are the home, the work placement, and school. The activities, the roles, and interpersonal relations constitute the "elements or

1. Bronfenbrenner, The Ecology, pp. 16-18.

2. Ibid., pp. 22 and 25.

building blocks of the microsystem."

- A mesosystem comprises the interrelations among two or more settings in which the developing person actively participates . . .

For a youth the relations between home and family and between the school and the worksite placement are examples.

- An exosystem refers to one or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person.

For our purposes, examples are the policy decisions made by teachers and administrators regarding an EE program in a school, the decisions of labor unions regarding the presence and/or role of youth in a work site, and political decisions of city officials regarding CETA proposals.

- The macrosystem refers to the consistencies in the form and content of lower-order systems (micro-, meso-, and exo-,) that exist, or could exist at the level of the subculture or the culture as a whole, along with any belief systems or ideology underlying such consistencies.

A common consistency which runs through all of these systems is the need and usefulness of individual employment stemming from our work-oriented nature as a society. An example of a "could exist" pattern is a broadened acceptance of responsibility for youth development, paralleling the Australian aborigine "walk-about" or other rites of passage relying on extensive community input and participation.

These concepts applied to the process of experiential learning heighten the importance of the constituent priority concerns, both as the beliefs and values represented by them and as the basis for functional participation in experiential learning. Bronfenbrenner helps to emphasize the importance of understanding these priorities and of using them to enhance youth development.

The other important base added by Bronfenbrenner to this design is his unabashed reliance upon public policy as a necessary adjunct to research models in the study of human development. It is the actual questions raised in the public and private sectors regarding child and youth development which prompt this thesis. These include policy questions inherent in experiential education, such as where and with whom adolescents

should acquire some of their knowledge. According to Bronfenbrenner, research models are needed which are radically different from those of human development typically employed in studying the ecology. He describes it this way:

What I am urging is a reversal of our usual procedure for relegating the contrived experiment to the last stage of the research. Instead, I advocate moving it right up front to the beginning, but for a different purpose: not to test hypotheses, but to get some notion of the delicate balance, the fit between the developing organism and its surround, for therein lies the crux of the ecology of human development.¹

Thus, while we expect to obtain a clearer perception of what steps to follow to inaugurate and maintain experiential education programs, we also hope to gain understanding of the "delicate balance, the fit between the developing organism and its surround." In addition, we hope to learn how to bring about an interrelationship between the constituencies and institutions represented and how to encourage individuals to perform their respective roles for the benefit of the youth in question.

In describing the process of human development (Sanford calls it personality development) through the impact of a change-agency or institution, it is helpful to use an illustration, (See Figure 1, p16). As indicated by the illustration, a youth enters an experiential education program. In essence, the placement is the program whether it be a law office, a business concern, a nursery school, or a nursing home for senior citizens. It is the succeeding action and interaction between each of the various constituencies and the youth within it which bring about the results characterizing each program. The student emerges at the other end a changed individual, i.e. B is A -- a more mature, self-directed individual sometimes with a well-developed, employable skill -- and in all cases likely to be more employable.

The randomly located and overlapping brackets indicate what may characterize experiential learning programs which have not paid close attention to the constituencies or "embracing subsystems." (See Figure 2, p. 16). Priorities and anticipations, when disregarded, cannot be adequately orchestrated. The processes involving each constituency are not sufficiently rational to serve the interests and purposes of the EE program and its students. It is also possible that the EE program is in opera-

1. Bronfenbrenner, The Ecology, p. 23.

Youth to Adulthood

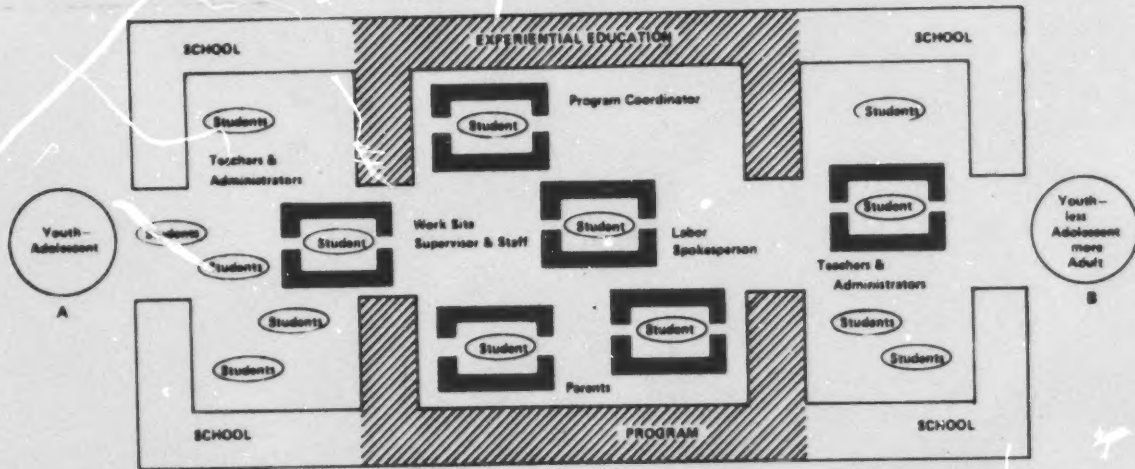


FIGURE 1

Adapted from Nevitt Sanford, *Self and Society*, p. 308.

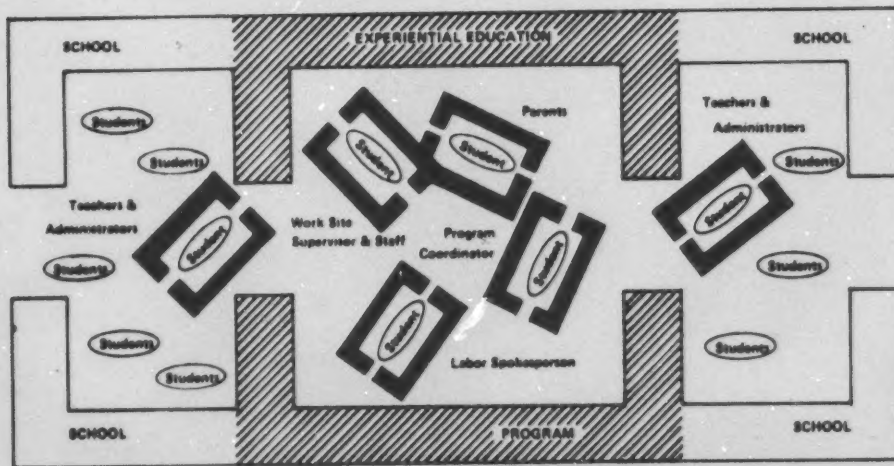


FIGURE 2

Adapted from Nevitt Sanford, *Self and Society*, p. 308.

tion with primary attention paid to the processes and intentions of the program director while those of the other constituencies are being ignored. The disarray or lack of order of the "embracing subsystems" illustrates an EE program in which those who plan and execute the program lack clear goals or concern for the motivations and intentions of the constituencies whose contributions are inherent and essential in any effective program.

While the illustrations presented here represent the whole of an EE program, it is readily apparent that the same set of circumstances applies for each individual participating youth. The ellipse represents one young man or young woman within a program; the brackets represent the specific individual or individuals from the various constituencies who embrace the particular student.

The model is highly abstract and applies to any kind of EE program having as its objective to help youth make changes in their perceptions and intentions regarding adulthood and the world of work by enabling them to enter and function competently within a specific workplace. That workplace, in conjunction with the youth's parents and school personnel, becomes the development system for a period in which positive personal traits and inclinations can grow.

Search for Literature

Our literature search attempted to focus on a specific element of the interface between school and the community, that is the active face-to-face interaction between youths as learners and adults who are pursuing their individual interests -- vocational, avocational, and personal -- while acting as mentors.

Although research and evaluation of experiential education have no clear pattern of methodology, observation and assessment of reactions through questionnaires and interviews are the techniques most commonly used. It may be that classical research techniques are not used with any regularity because they are not useful for this purpose. Crowe and Adams have dealt with the differences in the assumptions based on classical research and those based on experiential education evaluation.¹

Stephen Hamilton has written an excellent essay on the problems of evaluation of this form of education.² It is a partic-

1. Michael R. Crowe and Kay A. Adams, The Current Status of Assessing Experiential Education Programs (Columbus: National Center for Research in Vocational Education, 1979), p. 89.

2. Hamilton, "Experiential Learning," pp. 22-42.

ularly useful assessment of the "state of the art" with very thoughtful suggestions for developing better research and evaluation designs.

While the concept is not entirely new, especially in the area of cooperative occupational vocational education, the increased interest and attention to youth/adult interaction is comparatively recent as an intention and a function of secondary education. The fact that the process itself is in an innovative stage accounts for the paucity of research literature in the field dealing with the priorities and concerns of constituent groups who have a direct role or influence in the process.

The literature which does exist is, for the most part, separate and specific, dealing with only one dimension of the process or small facets of it. For example, although there is literature reporting on the role of parents as participants in a child's "in-school" education, we found none dealing with their expectations and roles in making experiential learning effective and successful for an adolescent child.

Therefore, the survey of the literature which follows is somewhat sparse and often more general than the subject would imply. It is, nevertheless, a beginning. We have organized the information and are presenting it topically around the clusters developed for the items in the constituent questionnaires. Each cluster is an integral dimension of the experiential education phenomenon. The importance of a cluster varies among the different constituencies. What follows is a careful, but not exhaustive, search of the literature, reflecting largely empirical efforts at evaluation and assessment of the following dimensions of experiential education: (1) goals and objectives, (2) school, (3) placements, (4) worksite supervisors, (5) staff, (6) students, (7) parents, (8) evaluation, and (9) school/community interface.

Assessment of the Dimensions

Goals and Objectives

Common among the questions for each of the constituencies was one concerning the stated program goals and objectives. It is apparent that nearly everyone involved in an experiential education program recognizes the importance of clearly enunciated goals and objectives for any experiential education program. It is the stated goals and objectives which lead thinking individuals in any constituency to become involved, and after the initial phase, the goals and objectives provide the "track" along which the program "runs." That is, they are common denominators to which the individual members of each constituency relate and by which they measure their involvement -- its depth, breadth, and quality.

In reviewing the literature we found that the goals and objectives do not emerge full blown before the inception of a program. Rather, ideas in the minds of the initiators become the synthesis of the stated goals sometime soon after the program has begun to develop.

In such an extensive project as Experience-Based Career Education (EBCE), the idea for the program germinated with the Commissioner for Education in the USOE and his top aides. However, when changes in objectives and purposes were still coming forth from Washington, four regional education labs were well on their way to formulating and designing programs. An evaluative history reveals that, though the goals and objectives were constantly evolving within each program for germane reasons, during the process of evolution there was constant effort to articulate these goals.¹ In looking at the reports of locally established EE programs, we find the same process at work.

It is an indigenous group, usually teachers, who provide the initial ideas, the first written statement of objectives and the formulation of a plan. No serious program is likely to exist long without an advisory committee representing all constituent groups with whom the program deals, and it is members of this committee who are responsible for disseminating the program goals. When all constituencies understand not only their own function but that of others (in light of the program goals, then operational plans may be drafted.²

Among firmly established programs having their function and purpose clearly determined by legislation and/or funding sources, the matter of goals and objectives is not so elusive. There the goals are fairly concrete, so much so that handbooks on cooperative education devote no appendix space to goals, etc.³ The

1. Anne E. Trask, Experience-Based Career Education: An Interorganizational Analysis, vol. 9 (Berkeley, Calif.: Educational Testing Service, 1976).

2. See Gerald A. Fornander, Report of Mitchell Senior Seminar, 1973-74, ED 148 531 (Colorado Springs, Colo.: Mitchell High School, 1974); and Lester F. Jipp, Director's Report, Senior Semester Program, 1973-74 (McKeesport, Penn.: McKeesport Area High School, 1974).

3. See Ronald W. Stadt and Bill G. Gooch, Cooperative Education: Vocational, Occupational, Career (Indianapolis: Bobbs-Merrill Co., 1977); and Asa S. Knowles, Handbook of Cooperative Education (San Francisco: Jossey-Bass Publishers, 1971).

goals of cooperative vocational occupation education are also well defined, well understood, and considered essential in the development of new programs.

With regard to goals for experiential education programs -- their nature, development, evolution, and participant contributors, two helpful sources are identified. Useful material was produced by the Northwest Regional Education Laboratory in 1976, which suggests guidelines and development strategies based on extensive research.¹ Some of the contents which are more relevant to other segments of this paper will be cited later.

The National Student Volunteer Program document Planning by Objectives is based on many years of experience. Therefore, it too provides empirical evidence of the need to determine what the goals for a program are and appropriate strategies for attaining them.²

School

The large number of items from all of the questionnaires which centered naturally on school and its organization "vis a vis" an experiential education program is indicative of the importance of this segment. This cluster is one of the most extensive of the nine in the study. With the exception of organized labor, every constituency included one or more questions regarding its own relationship to the school.

This raises the problem of integrating what is new with what is well established and ongoing. The final evaluation report of the four EBCE programs is enlightening and instructional in the matter. Based on a theory of interorganizational relations, this analysis throws light on obstacles to be overcome and the root causes of these obstacles.³

One area that has been well documented is Cooperative Occupational Vocational Education (COVE). Since COVE is well established as an integral part of the school curriculum, much

1. Northwest Regional Education Laboratory, Handbooks for Experience-Based Career Education (Tigard, Ore.: Northwest Regional Education Laboratory, 1976).

2. Planning by Objectives (Washington, D.C.: Action-National Student Volunteer Program, 1974).

3. Trask, Experience-Based Career Education.

has been written on inaugurating and expanding this vocational education program.

Some guides for building and maintaining a functioning relationship between the regular school program and an EE program are found in reports of the establishment and operation of specific programs. Goldhammer dealt extensively with this matter in describing the establishment of the four EBCE models.¹ Fornander and Jipp provide firsthand information on their efforts to integrate the EE program under their directorship with the regular school program. They also suggest factors which determine success or failure in integrating the functional aspects of the regular instructional program with the experiential program. The evidence indicates many good intentions on the part of organizers and implementers of EE programs to bring the rest of the faculty and staff along, but much less than 100% success.²

Mario D. Fantini provides a collection of informative articles on implementing public school alternatives.³ While the alternatives do not always provide experiential education, that type of program is always an option within a comprehensive whole. Therefore, procedures and discussions provided in these selections are instructional.

A study which describes an effective process for integrating an experiential program is one on establishing Outward Bound programs in several high schools.⁴ It gives a favorable account of the key role of the principal in such an effort and describes the processes for getting faculty support and involvement, including curricular adaptations of Outward Bound program elements.

The extensive work done at the Northwest Regional Educational Lab in developing and implementing an EBCE model has been previ-

1. Keith Goldhammer et al., Experience-Based Career Education: A Description of Four Pilot Programs Financed Through The National Institute of Education, ED 118 833 (Washington, D.C.: National Institute of Education, 1975).

2. Fornander, Mitchell Senior Seminar; Jipp, Director's Report.

3. Mario D. Fantini, ed., Alternative Education: A Source Book for Parents, Teachers, Students and Administrators (Garden City: Doubleday & Co., Anchor Books, 1976).

4. Joseph R. Schulze, An Analysis of the Impact of Outward Bound on Twelve High Schools, ED 100 818. (Reston, Va.: Outward Bound, 1971).

ously noted. This Lab developed a handbook which is particularly useful for the implementation process.¹

The implicit assumption that learning and instruction take place in the workplace creates need for attention to the attitude of faculty and administration toward this matter, a fact which is evidenced in vocational education literature. As the longest standing model of experiential education, practitioners in this area are most aware of the attitudes of many lay people and educators as well who abhor the concept of equating work training with learning.²

Another obstacle to some forms of experiential learning is the issue of granting academic credit. The issue has been most sharply delineated in CETA-sponsored in-school programs where there has often been reluctance on the part of schools to grant credit toward graduation for experience gained in student work programs. A well focused document which furnishes insight to this question is Work Experience and Academic Credit: Issues and Concerns.³

Placement

Worksite placements are the heart of experiential learning, the focus for the expectations and promise of experiential learning for students. In some varieties of programs the actual work skills and earning begin here. In others, placement is the manifestation of career opportunity within the community, and in still others, it is the opportunity for personal development and growth. In all cases, placements provide the element of reality and applied function which traditional school and its instructional procedures cannot generally provide.

There appears to be no large body of research information about matching programmatic purpose with kinds of placements; about effective procedures for obtaining effective placements for students; and about many aspects of community involvement with youth learning and development.

1. Northwest Regional Education Laboratory, Handbooks.

2. Stadt, Cooperative Education.

3. Joan Jones, Rebecca Watts, and Sybil Downing, Work Experience and Academic Credit: Issues and Concerns (Columbus, Ohio: The National Center for Research in Vocational Education, 1979).

In spite of the limited quantity of formal research in these areas, we have uncovered several sources¹ of useful information:

- A report of a study of student perceptions of community placements
- Experiential Education Policy Guidelines
- A handbook for developing placements
- A quarterly newsletter dealing with youth participation in community agencies
- New Roles for Youth dealing with community placement
- Living and Learning for Credit dealing with student/adult interaction
- Program reports dealing with worksite placements in corporations and public institutions
- Guidelines for establishing Cooperative Vocational/Occupational Education
- Guidelines for planning and using placements

Worksite Supervisors

Whereas the placement is the locus of experiential education, the supervisor or training sponsor is the catalyst for making the ingredients work for the student. The Northwest Regional Education Lab research indicates specific characteristics of the worksite supervisor to which students respond positively.

1. See Thomas R. Owens and Sharon K. Owen, "Characteristics Differentiating Excellent from Poor Learning Experiences in the Community: A Study of Student Perceptions" (Abstract of a talk before the Association of Experiential Education, St. Louis, 1978); Experiential Education Policy Guidelines (Columbus: National Center for Research in Vocational Education, 1979); Northwest Regional Education Laboratory, Handbooks; National Commission on Resources for Youth, "Resources for Youth," newsletter; idem, New Roles for Youth (New York: Citation Press, 1974); Barbara J. Shoup, Living and Learning for Credit (Bloomington, Ind.: Phi Delta Kappa, 1978); Jane Hunt Cordisco, Not Just a Kid: A Design for Community-Based Learning (Pittsburgh: Chatham College, forthcoming); Jipp, Director's Report; Robert J. Sakakeeny, Guidelines for Developing a Field Experience Internship Program, ED 100 818 (Worcester, Mass.: Dynamy Outreach, 1974); and Stadt, Cooperative Education. Joe Nathan, "Can Kids Improve Their Community-You Bet" in Learning 4 (1975):60-66.

Among these are personal interest and understanding of youth, which are given high priority by participating students.¹

This study clearly indicates that students judge placements useful and helpful where they are assigned "hands-on" experiences with clearcut directions for accomplishing their tasks, and where they are given adult responsibilities which require interaction with adults. "Boring tasks," "too much repetition," and "no adult recognition for doing tasks well" were descriptions of student experience which provided "no-learning" situations.

Students enrolled in COVE programs relate favorably to training sponsors who display the same characteristics identified by Owens. In addition, they expect from their supervisors a mastery of the technical occupational skills which they are learning. A very extensive survey of student and parent opinions concerning vocational education programs done in Ohio in 1976 confirms this fact.²

Important training is required if supervisors are to become "employer instructors."³ While preparing community adults to assume roles of "preceptors" for youth in the community may be an extreme concept, other programs have developed important materials and strategies to enable this youth/adult relationship to become productive and effective.⁴

Staff

The "lynch pin" in experiential education is the "teacher-coordinator," "program-director," "community-based learning coordinator." The title of the person or persons who provide the direct staff link between school and the community is important only as it serves to identify such a person or persons in the variety of programs which fall under the generic term "experiential education." Far more important are the orientations and the skills of these persons, all of which are considered important by practitioners; ambition, initiative, judgment, dual experience in

1. Owens, "Characteristics."

2. Division of Vocational Education, Parent and Student Survey, School Year 1975-76. Program Review for Improvement, Development and Expansion and Guidance (Columbus, Ohio: Ohio Department of Education, 1976) p. 6.

3. Northwest Regional Education Laboratory, Handbooks.

4. For example, Cordisco, Not Just a Kid; Sakakeeny, Guidelines; and McKeesport Area School District, Director's Report on Senior Semester, 1974-75, ED 157 165 (McKeesport, Penn.: McKeesport Area School District, 1975).

education and the world of work, and a capacity to interact with others.

While the research is far more extensive in Cooperative Vocational/Occupational Education in determining the most desirable characteristics of professional staff members, the demands are so similar for other kinds of EE programs that these findings are applicable throughout.¹

The important point of separation lies primarily in program orientation. Service learning and other volunteer, non-paid arrangements for students in EE programs may require staff skills and orientations different from those required when application of learned skills or more direct earning intentions are the priorities. Distinctive aspects of a coordinator's training, experience, and philosophy regarding experiential learning depend upon program association.

Because relationships of the youth to the worksite and its personnel vary widely, the manner in which the professional staff handles individual cases is very important and can measurably affect the outcome of the experience. The NWREL has made an important contribution in the area of staff development and training by developing material on formalizing the association and relationship between the experiential staff and regular school staff.²

There is also a set of empirical data regarding the nature and characteristics of staff members. This appears in reports of individual programs and their evaluation.³ The same information is contained in a commercially published set of guidelines

1. See F. S. Smith, "A Study of the Importance of An Agreement of National Guidelines for Industrial Cooperative Training by North Carolina Coordinators," (Ph.D. diss., North Carolina State University, 1969); Ralph Mason and Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum (Danville, Ill.: Interstate Publishing Co., 1972); Minnesota Division of Vocational and Technical Education, College of Education, A Guide for Cooperative Vocational Education (Minneapolis: University of Minnesota, 1969); and Calvin J. Cotrell, W. A. Cameron, and S. A. Chase, Model Curricula for Vocational and Technical Teacher Educators, Performance Requirements for Teacher Coordinators, Report no. 3. (Columbus: Center for Vocational and Technical Education, 1972).

2. Northwest Regional Education Laboratory, Handbooks.

3. See McKeesport Area School District, Director's Report; Cordisco, Not Just a Kid; and Sakakeeny, Guidelines.

for implementing work experience programs.¹ Also, found in more local reports are self-assessments by teacher-coordinators describing the changes they have observed personally in themselves and in their perceptions regarding students and the community.²

Student

While the need for new processes by which youth can make the transition to adulthood has been recognized for nearly two decades, there is still no overwhelming set of data to show that experiential education works. There is neither irrefutable, compelling evidence which has moved legislators, judges, business leaders, youth workers, and parents to a level of action which would reorient public education nor evidence which has led other major institutions to become involved with children and youth.³

Vocational education, with its long history and large sums of money spent, has served a small percentage of the nation's youth. Swanson provided a recent assessment of a number of issues in vocational education including the rate of funding and the number of youth served.⁴ Only after a serious nudge from Career Education and a consciousness among youth themselves that the usefulness of a college education may be in doubt, has COVE experienced a resurgence of interest both within and without to serve more students better.

The thrust of Dewey was lost before World War II, and his revitalization in the sixties and seventies has neither moved the education establishment to any appreciable degree nor caused any informed groundswell among the "consumers" of education, namely the parents. The rather formidable evidence on the efficacy of learning in a variety of environments and combinations, with schools being only one ingredient, compiled in the

1. Grady Kimbrell and Ben S. Vineyard, Strategies for Implementing Work Experience Programs (Bloomington, Ill.: McKnight Publishing Co., 1975).

2. Office of Measurement and Evaluation, Evaluation Report for Senior Semester Program 1974-75 McKeesport Area Senior High School (Pittsburgh: Office of Measurement and Evaluation, University of Pittsburgh, 1975).

3. Hamilton, "Experiential Learning," pp. 22-42.

4. Gordon I. Swanson, "Vocational Education: Fact and Fantasy," Phi Delta Kappan 60 (1978):87-90.

Eight-Year Study¹ was "lost or submerged" during World War II. Its "rediscovery" in the seventies did not contribute significantly to a move for learning opportunities which would expose youth to broad elements of the community, nor has it helped to shift appreciably the burden of responsibility for the teaching/guiding of youth from schools to other responsible institutions in the community.

All of this does not mean, however, that efforts have not been made, that champions of the needs of youth have not been around. One of the most prominent of such organizations is the National Commission on Resources for Youth. Its publications -- the quarterly newsletter; Resources for Youth; New Roles for Youth; Learning and Growing Through Tutoring -- all have one viewpoint in common, the unqualified faith that all youth of every level of talent, intellect, and family income can benefit from and contribute through "youth participation." These publications provide explicit insight about the kinds of youth for whom experiential education can be significantly important. Though clearly biased in favor of youth and their capacities for service and solutions of community problems, these publications contain careful empirical evidence for the bias.

The final reports of the four regional education laboratories with extensive, detailed data all contain information on providing effective opportunities for experience-based career education opportunities for students.² One of these, NWREL has published, for public distribution, specific handbooks for inaugurating EBCE programs which include detailed guides for student enrollment, orientation, placement, and the cognitive and affective growth possibility of community placements.

1. William M. Aiken, The Story of the Eight-Year Study (New York: Harper Brothers, 1942).

2. Experience-Based Career Education, Appalachia Educational Laboratory, Interim Evaluation Report (Charleston, W.Va.: Appalachia Educational Laboratory, 1974), ED 109 497; Experience-Based Career Education: Interim Evaluation Report, FY 1974, (San Francisco: Far West Laboratory for Educational Research and Development, 1974), ED 117 296; Final Evaluation Report of the NWREL Experience-Based Career Education Program (Washington, D.C.: National Institute of Education, Career Education Program, 1974), ED 117 301; FY 1973 Evaluation Report for the Research for Better Schools Employer-Based Career Education Model, ED 109 496 (Philadelphia, Pa.: Research for Better Schools, Inc., 1973).

For COVE and other experiential programs in which the anticipated outcomes for students are more specific -- vocational skills or employment -- the guidelines are more specific.¹ Because of the extensiveness of its programs in virtually every school system in the country and its long history of service, COVE is the most firmly established of experiential programs.

Evaluations of local programs often provide well developed materials on procedural steps for recruitment, enrollment, placement, supervision, seminar organization, and evaluation.²

Parents

The role parents play in the educational process of their adolescent children seems to have been rediscovered by educators associated with experiential education. Whereas traditional education seems to have become increasingly comfortable with the "hands-off" attitude parents assume toward the education of their children; educators who invoke experiential opportunities for youth depend on interaction between parent and child for integrating the cognitive and affective ingredients of this learning.

For this reason, evaluation of experiential education programs has increasingly included parents as a source of empirical data. A second factor increasing parental participation in EE is an increased awareness of the importance of community input in all public affairs. Educators, like other community leaders, would not consider any major change in school organization or procedure without first informing community members of the proposed change. This dissemination of information is often delegated to an advisory committee made up of community representatives including parents.

It is, however, primarily the evaluation of student progress which brings parents on the experiential education scene thereby creating much interest in parents. The observations of parents regarding EBCE programs have provided one means of assessing the

1. Stadt, Cooperative Education; Warren G. Meyer, Lucy C. Crawford, and Mary K. Klaurens Coordination in Cooperative Vocational Education (Columbus: Charles E. Merrill, 1975).

2. See Cordisco, Not Just a Kid; Sakakeeny, Guidelines; Fornander, Mitchell Senior Seminar; and McKeesport Area School District as on page 28, Director's Report.

impact and effectiveness of experiential learning.¹ When parents note positive changes in attitude, skill, and performance on the part of their children, their observations are evaluative evidence.²

There is in addition some literature which reports more overt parental participation in education. Some of it describes attempts by parents to make school more experiential in the hope of increasing student maturation.³ Other literature urges parental understanding of the potential of the school as a community catalyst to combat student alienation and to take advantage of community resources.⁴

Evaluation

Evaluation of student performance has presented unique obstacles to recent experiential education proponents. Cooperative Occupation Vocational Education long ago accommodated itself to the traditional structures of evaluation and grading but succeeded in achieving a balance between the usual grades and some form of performance evaluation provided by the worksite supervisor.

More recent developments in experiential education have sought to avoid the written test/grade process or any of its variations to measure student accomplishments. There is among these educators a strong feeling that evaluation should be in the same form and process as the learning and growth which is being measured and assessed; and some schools have developed sophisticated, effective programs for doing so.⁵

1. Ronald B. Buchnam, "The Impact of EBCE--An Evaluator's Viewpoint," Illinois Career Education Journal 33, no. 3 (1976).

2. See Fornander, Mitchell Senior Seminar; Office of Measurement and Evaluation, Evaluation Report for Senior Program; and Diane Hedin and Dan Conrad, "Are Experiential Learning Programs Effective?" National Association of Secondary School Principals' Bulletin 62 (1978):102-07.

3. St. Paul Public Schools, Year Five Evaluation--St. Paul Open School (St. Paul, Minn.: Public Schools, 1975), pp. 64-72, 84-90.

4. Lester F. Jipp and Marge Weinhold, "Making Walkabout a Community Responsibility," Phi Delta Kappan 61, no. 1 (1979): 725-27.

5. St. Paul Public Schools, Year Five, pp. 3-8.

Experiential programs rely greatly on the adults who work with students in the learning process. Educators in these programs stress also self-assessment of performance as a part of the evaluation. They consider observed performance, openly evaluated with concrete objective measures, an adequate measure of success.¹

Hamilton has prepared an excellent analysis of the status of "measuring the effects of experiential learning" in a document which incorporates the best thinking on the subject. Recommendations for further research and development are included.²

Conrad also has compiled a very useful summary of research on "Intellectual Development and Academic Learning." Like Hamilton's study, it is useful for the breadth of the literature search and the analysis it provides.³

Other work in progress gives promise of much more insight on assessment of student performance and growth. At the Center of Youth Development and Research at the University of Minnesota, a study titled "Evaluation in Experiential Education Project," promises to produce significant evidence of the impact of experiential education and of the procedures required for evaluating the process.⁴

Community/School Interface

The term "experiential education" by its very nature implies two worlds, and in some respects the two words are a contradiction in terms. Experience implies application and activity; education traditionally implies classes, teachers, and school-rooms. As commonly conceived by many practitioners, by most parents, and by community leaders, education is sedentary, something which is imposed upon people in school buildings. Experience is serendipitous, incidental to some other more specific

1. McKeesport Area School District, Director's Report; Sakakeeny, Guidelines; Crowe, Current Status.

2. Hamilton, "Experiential Learning," pp. 22-42.

3. Dan Conrad, "Experiential Education: A summary of Its Theoretical Foundation and a Critical Review of Recent Research," mimeographed (St. Paul: Center for Youth Development, University of Minnesota, 1979), pp. 45-69.

4. Hedin, "Are Experiential Learning."

purpose like working, traveling, or spelunking. Because experience may have a specific learning purpose -- some deliberate, intentional pursuit -- EE, in actuality, calls for concrete procedures and strategies to bring about "education" which provides "experience."

There are, as described by Trask, serious problems of "inter-organization relations" which arise in establishing experiential education.¹ However, there are three possibilities for minimizing these problems: (1) advisory boards including representation from all predominant organizations or constituencies within the programs; (2) public-relations activities; and (3) funding, the ultimate supportive device for effecting any change.

Advisory boards provide communication in two directions. It is the function of members of such boards to transmit the expectations and priorities of the constituencies they represent to those who implement and direct the programs; and at the same time it is their responsibility to convey their knowledge and understanding of the program goals to those they represent. While this two-way function is essential in any educational endeavor, it is particularly important in a program which seeks to link a wide variety of work places with the educational establishment.

Ferrin's study of the processes which help youth make education-to-work transitions is very useful.² The role of Advisory Councils is carefully studied. While specifically directed at COVE, it provides much insight on the role of councils serving other types of EE programs. In spite of the fact that his findings do not present a very favorable picture of the present state of affairs, his conclusion is that the process can and should be used more effectively. On a continuum of "separation-communication-participation-substitution-and integrating," describing the degree of linkage between educational institutions and the workplace, he found the closest linking "at the point of communication and moving toward participation," where the area is characterized by requests for information about the nature and characteristics of specific occupations. He observes that at this level of linkage educational systems retain virtually complete authority over their programs, "using the information they receive as they see fit. . . . The information-giving agent has little authority over the agency receiving the information, and

1. Trask, Experience-Based Career Education.

2. Richard J. Ferrin and Solomon Arbeiter, Bridging the Gap: A Study of Education-to-Work Linkages (Princeton, N.J.: College Entrance Examination Board, 1975).

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herein is a likely explanation of why advisory council members, for example, often regard their activity with a degree of frustration."¹

The four labs, by their efforts on behalf of EBCE, have also contributed to a clearer understanding of the process. The work done by National Manpower Institute in establishing Industry-Education-Labor Councils in some 30 major cities and by the National Association of Industry-Education Council has provided insight on obtaining cooperation and effective results.

Individuals writing from their own perspectives and local programs have also provided empirical data on how to bring about good linkage between working, productive adults and youth in school by means of advisory councils.² There is always the need to communicate the benefits of EE to specific constituencies. Much information on the matter is empirical, describing the efforts and actions of individual programs.

The general guidelines for public relations for public education prepared by the National School Public Relations Association are germane.³ The NWERL has prepared pertinent material based on empirical research. School/Business: A Practitioner's Guide is an example of a document developed to facilitate the school/community interface. The chapter on "communication networks" is especially useful.⁴

Funding for experiential education has received even less specific analysis as far as we can tell. COVE has had the most consistent funding. However, it too is losing ground.⁵ With the current priority on reducing the high level of youth unemployment, levels of funding for CETA programs have been high. Almost all other experiential education programs are funded in more tentative fashion, much more subject to the vicissitudes of social

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1. Ferrin, Bridging the Gap, p. xi.
 2. St. Paul Public Schools, Year Five; McKeesport Area School District, Director's Report.
 3. Building Public Confidence for Your Schools (Arlington, Va.: National School Public Relations Association, 1978).
 4. Richard A. Sockol and Thomas W. McClain, School/Business Partnerships: A Practitioner's Guide (Amherst: Institute for Governmental Services, University of Massachusetts, 1978), pp. 21-27.

5. Swanson, "Vocational Education."

pressures such as youth unemployment, demonstrations of alienation and other incessant demands placed on public coffers. The stability of existing experiential education programs, as well as the establishment of new programs which are not intended to teach specific skills or to overcome youth unemployment (CETA), is often tenuous. However, there may be a changing consciousness of youth problems. Concern regarding the alienation of youth and anxiety regarding youth unemployment are both forces which may sustain and reinforce the principles and rationale upon which EE rests. The current renewed interest in national youth service is another indication of the priority these ideas presently hold. There is justification for cautious optimism that the school/community interface will improve and that the prospects for expanded opportunities in experiential learning will increase.

CHAPTER III

OUR FINDINGS

Rank Order of Priorities

The first purpose of this study was to determine the rank order of the priorities represented by the individual items in the questionnaire given to each constituency. The second was to determine any significant differences which respondents attach to specific program characteristics and whether or not the differences vary according to sex.

Knowing the grand mean rating which respondents attach to each item in the questionnaire would enable us to determine its rank order of importance. (See Appendix C, Part 1 for the mean ratings given to each item in the five questionnaires.) We also determined the mean ratings for each item according to three characteristics of each of the nineteen programs: (1) whether students did or did not receive pay; (2) whether students did or did not receive credit; and (3) whether the program was predominantly nomothetic or idiographic. (See Appendix C, Part 2.)

To have a manageable list of priorities, we arbitrarily present only those items which received a grand mean rating of 3.00, indicating that the matter was very important or extremely important. This is done, recognizing that all of the items for each constituency are important. However, we are able to look more thoroughly at a smaller number of items and study these priorities more closely by comparing the mean ratings of the subgroups named above.

In the following pages we present the items from each constituency with a Grand Mean Rating of 3.00, followed by tables comparing the mean ratings of subgroups within the constituency. In these tables we will highlight important differences in responses to specific items. Items rated important (above the 3.00 level) in only one subgroup will be noted with a (+). Items rated important (above 3.00) in a subgroup, which did not appear among the Grand Mean Ratings are noted with an (*). The reader's attention is also drawn to notable differences in the mean ratings of items which appear within both subgroups.

Students: Grand Mean Ratings

Responses indicate it is important that:

<u>Item</u>	<u>Grand Mean Rating</u>
k. Worksite supervisors be able to talk easily with students	3.44
i. Worksite supervisors understand the purpose of the program clearly	3.41
g. A worksite provide experience that students can use later in life	3.37
l. Worksite supervisors tell the students how they are doing	3.35
f. A worksite be one in which the students have some training or interest	3.30
c. Students know exactly what is expected in order for them to complete the program successfully	3.28
m. Program staff take a personal interest in the students, helping them with their problems and providing praise and encouragement	3.26
r. The program not cause the students any hassles with the school or other teachers	3.18
q. Students have a chance to develop and use some of their own ideas at the placement	3.17
u. Students receive academic credit for successfully completing the program	3.17
e. Students be able to choose from different kinds of worksite placements	3.01
a. Students know exactly what they will get out of the program before they begin	3.00

CHART 1

Comparison of Rank Order of Student Mean Ratings in Paid and Nonpaid Programs

<u>PAID</u>		<u>NONPAID</u>	
<u>Item</u>	<u>Mean Rating</u>	<u>Item</u>	<u>Mean Rating</u>
k	3.44	k	3.44
i	3.41	l	3.38
g	3.39	i	3.39
l	3.38	f	3.27
a	3.36 ⁺	m	3.26
f	3.36	c	3.22
m	3.29	e ⁺	3.19
c	3.28	g	3.19
r	3.21	u	3.13
q	3.14	q	3.11
u	3.13	r	3.10
b	3.01 ⁺⁺		

+ ITEMS OF MAJOR IMPORTANCE TO ONE SUBGROUP BUT NOT THE OTHER

- a. Paid Students: know exactly what they will get out of program before they begin.
- e. Nonpaid Students: be able to choose from different kinds of worksite placement.

++ ITEMS OF MAJOR IMPORTANCE TO THIS SUBGROUP BUT NOT TO STUDENTS IN GENERAL

- b. Paid Students: know exactly what they will be doing in work setting before they begin.

NOTABLE DIFFERENCES IN MEAN RATINGS OF AN ITEM BUT IMPORTANT TO BOTH SUBGROUPS

- g. Paid Students more so than Nonpaid: worksite provide experience that students can use later in life.

CHART 2

Comparison of Rank Order of Student Mean Ratings in Credit and Noncredit Programs

<u>CREDIT</u>		<u>NONCREDIT</u>	
<u>Item</u>	<u>Mean Rating</u>	<u>Item</u>	<u>Mean Rating</u>
k	3.40	k	3.58
i	3.35	i	3.55
l	3.34	f	3.50
g	3.32	l	3.48
f	3.27	g	3.37
c	3.26	b	3.31+*
m	3.21	q	3.27
r	3.18	c	3.25
u	3.15	m	3.25
q	3.07	s	3.15+*
		e	3.13+
		r	3.13
		a	3.09+
		d	3.09+*
		u	3.06
		j	3.03+*
		h	3.00+*

+ ITEMS OF MAJOR IMPORTANCE TO ONE SUBGROUP BUT NOT THE OTHER

a. Noncredit Students: know exactly what they will get out of the program before they begin.

e. Noncredit Students: able to choose from different kinds of worksite placements.

+* ITEMS OF MAJOR IMPORTANCE TO THIS SUBGROUP BUT NOT TO STUDENTS IN GENERAL

b. Noncredit Students: know exactly what they will be doing in the work setting before they begin.

d. Noncredit Students: program available to all students.

j. Noncredit Students: worksite supervisors plan experiences carefully.

s. Noncredit Students: helped to relate what they learn in school to what learning in worksite.

NOTABLE DIFFERENCES IN MEAN RATINGS OF AN ITEM BUT IMPORTANT TO BOTH SUBGROUPS

f. Credit more so than Noncredit: worksite be one in which students have some training or interest.

g. Noncredit more so than credit: have chance to develop and use own ideas at a placement.

i. Noncredit more so than credit: worksite supervisors understand purposes of program.

CHART 3

Comparison of Rank Order of Student Mean Ratings in Nomothetic and Idiographic Programs

<u>NOMOTHETIC</u>		<u>IDIOGRAPHIC</u>	
<u>Item</u>	<u>Mean Rating</u>	<u>Item</u>	<u>Mean Rating</u>
k	3.40	k	3.56
l	3.39	i	3.52
g	3.39	f	3.40
i	3.35	l	3.36
c	3.31	e	3.26 ⁺
f	3.30	g	3.19
m	3.27	m	3.17
r	3.23	c	3.16
u	3.19 ⁺	q	3.12
a	3.16 ⁺	r	3.04
q	3.12		
b	3.10 ⁺⁺		

⁺ ITEMS OF MAJOR IMPORTANCE TO ONE SUBGROUP BUT NOT THE OTHER

a. Nomothetic: know exactly what they will get out of the program.

e. Idiographic: able to choose from different kinds of worksite placements.

u. Nomothetic: receive credit for successfully completing program.

⁺⁺ ITEMS OF MAJOR IMPORTANCE TO THIS SUBGROUP BUT NOT TO STUDENTS IN GENERAL

b. Nomothetic: know exactly what will be doing in the work setting before beginning.

Parents: Grand Mean Ratings

Responses indicate it is important that:

<u>Item</u>	<u>Grand Mean Rating</u>
i. Students and parents be assured that out-of-school matters such as liability, injury, and child labor laws are properly provided for	3.49
h. Students and parents be assured that in-school matters, such as attendance, grading, and credit are properly provided for	3.41
j. Parents be informed of a student's progress	3.27
f. Student experiences and success in a program be made part of his/her permanent school record	3.22
e. Student experiences and success in a program be relayed to the college admissions counselor	3.19
a. The goals and purposes of an experiential education program be clearly understood by parents	3.16
g. Programs provide a breadth of experience in growth and learning so that students of all levels of ability are attracted and served.	3.15
k. The purposes, functions, and advantages of the various kinds of paid and nonpaid programs in a school be shared with parents	3.11
b. Parents know in advance what the experiential opportunities are for a son/daughter in order to plan accordingly	3.00

CHART 4

Comparison of Rank Order of Parent Mean Ratings in Paid and Nonpaid Programs

<u>PAID</u>		<u>NONPAID</u>	
<u>Item</u>	<u>Mean Rating</u>	<u>Item</u>	<u>Mean Rating</u>
i	3.29	i	3.76
h	3.32	f	3.53+
j	3.30	e	3.43+
a	3.27	b	3.41+
g	3.11	h	3.33
k	3.11+	g	3.23
		a	3.13
		j	3.03

+ ITEMS OF MAJOR IMPORTANCE TO ONE SUBGROUP BUT NOT THE OTHER

- b. Parents of Nonpaid Students: know in advance what the experiential opportunities for son/daughter are in order to plan accordingly.
 - e. Parents of Nonpaid Students: student experiences and successes in a program be relayed to college admissions counselor.
 - f. Parents of Nonpaid Students: student experiences and successes in a program be made a part of permanent record.
 - h. Parents of Paid Students: purpose, function, and advantages of various kinds of paid and nonpaid programs in a school be shared with parents.
- NOTABLE DIFFERENCES IN MEAN RATINGS BUT OF MAJOR IMPORTANCE TO BOTH SUBGROUPS
- i. Parents of Nonpaid more so than Paid: be assured that out-of-school matters such as liability, injury, and child labor laws are provided for.
 - j. Parents of Paid more so than Nonpaid: be informed of a student's progress.

CHART 5

Comparison of Rank Order of Parent Mean Ratings in Credit and Noncredit Programs

<u>CREDIT</u>		<u>NONCREDIT</u>	
<u>Item</u>	<u>Mean Rating</u>	<u>Item</u>	<u>Mean Rating</u>
i	3.47	h	3.50
h	3.30	a	3.33+
j	3.19	d	3.33**
f	3.14+	e	3.33
g	3.11	g	3.33
b	3.08	i	3.33
k	3.04	j	3.33
e	3.01	k	3.17
		b	3.00
		c	3.00**

+ ITEMS OF MAJOR IMPORTANCE TO ONE SUBGROUP BUT NOT THE OTHER

- a. Parents of Noncredit Students: goals and purposes of an EE program clearly understood.
- f. Parents of Credit Students: experiences and success made part of permanent record.

** ITEMS OF MAJOR IMPORTANCE TO THIS SUBGROUP BUT NOT TO PARENTS IN GENERAL

- c. Parents of Noncredit Students: parents collaborate in making decisions about a child's placement.
- d. Parents of Noncredit Students: program coordinators work cooperatively with parents.

NOTABLE DIFFERENCES IN MEAN RATINGS BUT IMPORTANT TO BOTH SUBGROUPS

- e. Parents of Noncredit more so than Credit: student experiences and successes be relayed to college admissions counselor.
- g. Parents of Noncredit more so than Credit: program provide a breadth of experience so students of all levels attracted and served.
- h. Parents of Noncredit more so than Credit: assured in-school matters, e.g., attendance, grading, etc., properly provided for.

CHART 6

Comparison of Rank Order of Parent Mean Ratings in Nomothetic and Idiographic Programs

<u>NOMOTHETIC</u>		<u>IDIOGRAPHIC</u>	
<u>Item</u>	<u>Mean Rating</u>	<u>Item</u>	<u>Mean Rating</u>
j	3.37 ⁺	i	3.72
h	3.33	f	3.70 ⁺
i	3.31	e	3.59 ⁺
k	3.06	b	3.40 ⁺
		h	3.31
		g	3.27 ⁺
		a	3.16 ⁺
		k	3.08

+ ITEMS OF MAJOR IMPORTANCE TO ONE SUBGROUP BUT NOT THE OTHER

- a. Parents of Students in Idiographic Programs: goals and purposes of EE program clearly understood.
- b. Parents of Students in Idiographic Programs: know in advance what the experiential opportunities are for child in order to plan accordingly.
- e. Parents of Students in Idiographic Programs: student experience relayed to college admissions counselor.
- f. Parents of Students in Idiographic Programs: student experiences and successes made part of permanent record.
- j. Parents of Students in Nomothetic Programs: be informed of student's progress.

NOTABLE DIFFERENCE IN MEAN RATINGS BUT IMPORTANT TO BOTH SUBGROUPS

- i. Parents of Idiographic more so than Nomothetic: be assured that out-of-school matters such as liability, injury, and child labor laws properly provided for.

Worksite Supervisors: Grand Mean Ratings

Responses indicate it is important that:

<u>Item</u>	<u>Grand Mean Rating</u>
m. Student know what the ground rules are, including what is expected	3.68
k. Persons in your organization who work with students be tolerant of mistakes, ready to help, and willing to listen	3.57
l. Persons in your organization working with students be willing to share what they know	3.51
c. The program staff be informed about the operations of the organization when seeking a specific kind of student placement	3.37
b. The role of the organization be clearly expressed by the program staff	3.21
a. The goals and objectives of the program be clearly stated	3.20
e. First-line supervisors be supportive of the organization's participation in the program	3.18
h. The process for evaluating the performance of a student in the organization be defined and agreed upon	3.16

CHART 7

Comparison of Rank Order of Worksite Supervisor Mean Ratings in Paid and Nonpaid Programs

PAID		NONPAID	
Item	Mean Rating	Item	Mean Rating
m	3.72	m	3.67
l	3.52	k	3.66
c	3.34	a	3.59+
k	3.22	l	3.55
e	3.19	b	3.45
h	3.12	c	3.40
b	3.06	h	3.28
		e	3.14

+ ITEMS OF MAJOR IMPORTANCE TO ONE SUBGROUP BUT NOT THE OTHER

- a. Supervisor in Nonpaid Program: goals and objectives clearly stated.
- NOTABLE DIFFERENCES IN MEAN RATINGS BUT IMPORTANT TO BOTH SUBGROUPS
- b. Supervisors in Nonpaid more so than Paid: role of the organization clearly expressed by program staff.
- h. Supervisors in Nonpaid more so than Paid: persons working with students be tolerant of mistakes, ready to help and willing to listen.

CHART 8

Comparison of Rank Order of Worksite Supervisor Mean Ratings in Credit and Noncredit Programs

CREDIT		NONCREDIT	
Item	Mean Rating	Item	Mean Rating
m	3.63	m	3.96
k	3.57	k	3.63
l	3.55	e	3.50
h	3.20	l	3.46
a	3.18	b	3.26
b	3.17	c	3.25
c	3.13	a	3.17
e	3.07	h	3.08
		g	3.06+*

+* ITEMS OF MAJOR IMPORTANCE TO THIS SUBGROUP BUT NOT TO SUPERVISORS IN GENERAL

- g. Supervisor Noncredit Program: organization personnel participate in selecting students for placement.
- NOTABLE DIFFERENCES IN MEAN RATINGS BUT IMPORTANT TO BOTH SUBGROUPS
- e. Supervisors in Noncredit more so than in Credit: first line supervisors supportive of participation in program.
- m. Supervisors in Noncredit more so than in Credit: students know what ground rules are.

CHART 9

Comparison of Rank Order of Worksite Supervisor Mean Ratings in Nomothetic and Idiographic Programs

<u>NOMOTHETIC</u>		<u>IDIOGRAPHIC</u>	
<u>Item</u>	<u>Mean Rating</u>	<u>Item</u>	<u>Mean Rating</u>
m	3.81	k	3.64
k	3.81	l	3.54
l	3.53	a	3.53
e	3.39	m	3.49
e	3.21	b	3.30
h	3.16	c	3.30
b	3.13	h	3.19
g	3.02**	e	3.11
a	3.01		

*** ITEMS OF MAJOR IMPORTANCE TO THIS SUBGROUP BUT NOT TO SUPERVISORS IN GENERAL

g. Supervisors in Nomothetic Programs: organization personnel participate in selecting students for placements.

NOTABLE DIFFERENCES IN MEAN RATINGS BUT IMPORTANT TO BOTH SUBGROUPS

a. Supervisors in Idiographic more so than in Nomothetic: goals and objectives of program clearly stated.

m. Supervisors in Nomothetic more so than in Idiographic: students know the ground rules.

Teachers/Administrators: Grand Mean Ratings

Teachers and administrators in schools where these programs exist but who are not directly involved in them indicate that it is important that:

<u>Item</u>	<u>Grand Mean Rating</u>
b. A program be developed as an integral part of the total curriculum	3.52
a. The faculty and administration participate in the development of the goals and objectives of an experiential education program.	3.42
g. The program schedule and operation be an integral part of the total school schedule and operation	3.39
d. The policies and procedures regarding students themselves, as well as their activities and responsibilities in the program, be worked out and agreed upon with the faculty and administration	3.37
e. Faculty and administration be involved in and aware of program development	3.29
f. Faculty and administration be encouraged to offer ideas and suggestions to enhance the program	3.16
h. The program be interdependent with other components of the school curriculum so that components may complement each other	3.14
c. The policies and procedures regarding the activities, responsibilities and compensation of the program staff be worked out and documented by the faculty, administration, and board of education	3.12
i. The school's public relations procedures encourage creative news stories and publicity about the program, including the activities of community and business sponsors	3.05

CHART 10

Comparison of Rank Order of Teacher/Administrator Mean Ratings in Paid and Nonpaid Programs

<u>PAID</u>		<u>NONPAID</u>	
<u>Item</u>	<u>Mean Rating</u>	<u>Item</u>	<u>Mean Rating</u>
b	3.85	b	3.60
g	3.81	f	3.51
d	3.79	a	3.48
e	3.58	d	3.38
h	3.48	e	3.38
c	3.46	g	3.36
f	3.38	h	3.32
a	3.35	c	3.16
		i	3.06+

+ ITEMS OF MAJOR IMPORTANCE TO ONE SUBGROUP BUT NOT THE OTHER

- i. Teachers/Administrators associated with Nonpaid Programs: school's public relations procedures encourage creative news stories....

NOTABLE DIFFERENCES IN MEAN RATINGS BUT IMPORTANT TO BOTH SUBGROUPS

- c. T/A associated with Paid more so than Nonpaid: policies and procedures regarding program staff activities, responsibilities, and compensation be documented....
- d. T/A associated with Paid more so than Nonpaid: policies and procedures regarding students, their activities....be worked out and agreed upon with faculty and administration.
- g. T/A associated with Paid more so than Nonpaid: program schedule and operation be an integral part of total school schedule.

CHART 11

Comparison of Rank Order of Teacher/Administrator Mean Ratings in Credit and Noncredit Programs

<u>CREDIT</u>		<u>NONCREDIT</u>	
<u>Item</u>	<u>Mean Rating</u>	<u>Item</u>	<u>Mean Rating</u>
b	3.55	a	3.48
g	3.47	d	3.42
d	3.42	b	3.38
e	3.39+	g	3.19
h	3.33+	c	3.19
f	3.32+	i	3.00
c	3.15		
j	3.10+*		
a	3.09		
i	3.07		

+ ITEMS OF MAJOR IMPORTANCE TO ONE SUBGROUP BUT NOT THE OTHER

- e. T/A associated with Credit Program: be involved and aware of program development.
- f. T/A associated with Credit Program: be encouraged to offer ideas and suggestions to enhance program.
- h. T/A associated with Credit Program: program be interdependent with other components of school curriculum....

+* ITEMS OF MAJOR IMPORTANCE TO THIS SUBGROUP BUT NOT TO TEACHER/ADMINISTRATORS IN GENERAL

- j. T/A with Credit Programs: classroom teachers share in ownership of program by being involved in planning and implementation

NOTABLE DIFFERENCES IN MEAN RATINGS BUT IMPORTANT TO BOTH SUBGROUPS

- a. T/A with Noncredit more so than Credit: faculty and administration participate in development of goals and objectives of PE program.
- g. T/A with Credit more so than Noncredit: program schedule and operation be an integral part of total school schedule....

CHART 12

Comparison of Rank Order of Teacher/Administrator Mean Ratings in Nomothetic and Idiographic Programs

NOMOTHETIC		IDIOGRAPHIC	
Item	Mean Rating	Item	Mean Rating
b	3.55	a	3.58
g	3.46	d	3.48
d	3.39	b	3.40
a	3.30	e	3.38
e	3.23	c	3.26
i	3.15 +	g	3.26
h	3.13	h	3.22
c	3.11	l	3.13 +*
f	3.08 +		

+ ITEMS OF MAJOR IMPORTANCE TO ONE SUBGROUP BUT NOT THE OTHER

- f. T/A associated with Nomothetic Program: faculty and administration encouraged to offer ideas and suggestions.
- i. T/A associated with Nomothetic Program: school's public relations procedures encourage creative news stories and publicity....

++ ITEMS OF MAJOR IMPORTANCE TO THIS SUBGROUP BUT NOT TO TEACHERS/ADMINISTRATORS IN GENERAL

- l. T/A with Idiographic Programs: program's advisory group include...teachers and administrators.

NOTABLE DIFFERENCES IN MEAN RATINGS BUT IMPORTANT TO BOTH SUBGROUPS

- a. T/A with Idiographic more so than Nomothetic: faculty and administration participate in development of goals and objectives of EE program.
- g. T/A with Nomothetic more so than Idiographic: program schedule and operation be an integral part of total school program.

Program Coordinators: Grand Mean Ratings

Responses indicate it is important that:

<u>Item</u>	<u>Grand Mean Rating</u>
d. There be a basic set of goals for the program to explain it to educators, business and labor leaders, legislators, parents, etc.	3.6
r. There be policy guidelines for the responsibilities of all student participants in a program	3.5
b. There be a systematic plan for funding and appropriating money to support a program	3.4
l. There be a set of criteria for recruiting and selecting students	3.4
c. There be a system for recruiting, cataloguing, and evaluating community placements	3.3
s. There be policy statements regarding the operation and management of the program	3.3
n. There be clear lines of communication with the administration of the institution	3.2
k. There be a periodic reassessment to see how well a program is meeting the stated goals and objectives	3.1
a. There be an established set of criteria for selecting and recruiting staff	3.1
q. There be policies regarding activities and responsibilities of the program staff	3.1
h. The parents be informed about the developments and implementation of a program	3.1

CHART 13

Comparison of Rank Order of Program Coordinator Mean Ratings in Paid and Nonpaid Programs

PAID		NONPAID	
Item	Mean Rating	Item	Mean Rating
a	3.54+	c	3.80+
b	3.45	d	3.60
l	3.45	n	3.60+
r	3.40	r	3.60
d	3.32	l	3.40
s	3.37	s	3.40
k	3.05	k	3.20
q	3.00	m	3.20+*
		q	3.20
		b	3.00
		g	3.00+*
		h	3.00+
		j	3.00+*

+ ITEMS OF MAJOR IMPORTANCE TO ONE SUBGROUP BUT NOT THE OTHER

- a. PC of Paid Program: there be an established set of criteria for selection and recruiting staff.
- c. PC of Nonpaid Program: there be a system for recruiting, cataloging, and evaluating community placements.
- h. PC of Nonpaid Programs: parents be informed about developments...of a program.
- n. PC of Nonpaid Programs: there be clear lines of communication with administration

+* ITEMS OF MAJOR IMPORTANCE TO THIS SUBGROUP BUT NOT TO COORDINATORS IN GENERAL

- g. PC of Nonpaid Programs: there be an orientation program for parents.
- j. PC of Nonpaid Programs: program goals developed in cooperation with faculty, administration, community resource persons, parents, and students.
- m. PC of Nonpaid Programs: Board of Education adopt position statement supporting program and goals.

NOTABLE DIFFERENCES IN MEAN RATINGS ON AN ITEM BUT IMPORTANT TO BOTH SUBGROUPS

- b. PC of Paid Programs more than Nonpaid: systematic plan for funding.
- c. PC of Nonpaid Programs more so than Paid: basic set of goals for program....
- r. PC of Nonpaid Programs more so than Paid: policy guidelines for responsibilities of students....

CHART 14

Comparison of Rank Order of Program Coordinator Mean Ratings in Credit and Noncredit Programs

<u>CREDIT</u>		<u>NONCREDIT</u>	
<u>Item</u>	<u>Mean Rating</u>	<u>Item</u>	<u>Mean Rating</u>
l	3.50	r	3.75
q	3.46	b	3.50
d	3.38	d	3.50
r	3.38	l	3.50
b	3.33	a	3.25
s	3.33	s	3.25
n	3.25+	c	3.00
c	3.31	k	3.00
k	3.13	q	3.00
a	3.00		

+ ITEMS OF MAJOR IMPORTANCE TO ONE SUBGROUP BUT NOT THE OTHER

n. PC of Credit Program: clear lines of communication with administration.

NOTABLE DIFFERENCES IN MEAN RATINGS OF AN ITEM BUT IMPORTANT TO BOTH SUBGROUPS

c. PC of Credit Program more so than Noncredit: system of recruiting, cataloguing, and evaluating placements.

q. PC of Credit Programs more so than Noncredit: policies regarding activities and responsibilities of program staff.

r. PC of Noncredit Programs more so than Credit: there be policy guidelines for students.

CHART 15

Comparison of Rank Order of Program Coordinator Mean Ratings in Nomothetic and Idiographic Programs

<u>NOMOTHETIC</u>		<u>IDIOGRAPHIC</u>	
<u>Item</u>	<u>Mean Rating</u>	<u>Item</u>	<u>Mean Rating</u>
b	3.25	c	3.60+
l	3.25	d	3.40
r	3.21	q	3.40+
d	3.13	r	3.40
s	3.08	k	3.20+
		l	3.20
		n	3.20+
		s	3.20
		b	3.00
		e	3.00+*

+ ITEMS OF MAJOR IMPORTANCE TO ONE SUBGROUP BUT NOT THE OTHER

- c. PC of Idiographic Programs: system for recruiting, cataloguing, and evaluating placements.
- k. PC of Idiographic Programs: periodic reassessment to see how well program is succeeding.
- n. PC of Idiographic Programs: clear lines of communication with administration.
- q. PC of Idiographic Programs: policies regarding activities and responsibilities of staff....

+* ITEMS OF MAJOR IMPORTANCE TO THIS SUBGROUP BUT NOT TO COORDINATORS IN GENERAL

- e. PC of Idiographic Programs: continuous training process for staff....
- NOTABLE DIFFERENCES IN MEAN RATING OF AN ITEM BUT IMPORTANT TO BOTH SUBGROUPS
- b. PC of Nomothetic Programs more so than Idiographic: systematic plan for funding.
 - d. PC of Idiographic Programs more so than Nomothetic: basic set of goals for program....

Significant Differences

The second purpose of this study was to determine any differences in the priority concerns among identifiable groups within the five constituencies.

Lack of time and sheer volume prevented an item-by-item analysis from each questionnaire for each constituency. Therefore, we grouped items from all of the questionnaires which dealt with similar matters. These clusters of items are as follows:

- | | |
|------------------------|------------------------------|
| • Goals | • Students |
| • School | • Parents |
| • Placements | • Evaluation |
| • Worksite Supervisors | • School/Community Interface |
| • Staff | |

(See Appendix D for items contained in each cluster.)

We analyzed the data in each cluster for indications of differences among the constituent groups according to specific characteristics of the respondents and/or the programs: (1) the sex of the respondents; (2) whether the program was characterized as nomothetic or idiographic; (3) whether or not students were paid; (4) whether or not students received credit; (5) whether the respondent was a teacher or an administrator; and (6) whether the function of the work site was profit or nonprofit. The results of this analysis is presented in Tables 1-9 in Appendix E. The items in which there were significant differences ($p < .05$) in the responses are restated below.

Goals

- Female students rate knowing what benefits they will derive from program participation and knowing what is expected of them for successful program participation higher than males.
- Teachers and administrators in schools with idiographic programs rate participation in the development of goals and objectives of an EE program higher than teachers and administrators in schools with nomothetic programs.
- Students in nomothetic programs rate knowing what is expected of them for successful program completion higher than students in idiographic programs.

- Worksite supervisors in programs in which students are not paid rate having clearly stated goals and objectives for a program higher than supervisors in programs in which students are paid.
- Students who are paid rate knowing exactly what they will get out of the program and what is expected of them higher than students who are not paid.
- Worksite supervisors in placements which are not for profit rate having goals and objectives of a program clearly stated higher than worksite supervisors in profit-making placements.
- Parents of tenth-grade students rate having goals and purposes of an EE program clearly understood by parents lower than do parents of ninth-, eleventh-, and twelfth-grade students.

In looking at the data as presented in the tables below, we are able to obtain more insight regarding the priority concerns expressed in the constituent responses to the items grouped in the clusters. By ranking the mean ratings of the items by constituency, we are able to compare the priority placed on the more general phenomenon represented by the cluster. While we are not comparing specific identified matters regarding goals, (See Table 16) we are able to compare the general attitudes and values regarding "goals" as manifested in the responses to the unique items in the cluster. The ranking within each of the separate characteristics by which the cluster was analyzed elicits a further breakdown of the priorities reflected in the items and comparative rank which results.

School (See Table 17.)

- Parents of students in idiographic programs rate having student experiences and success in a program relayed to college admission counselors and made a part of his/her permanent record higher than parents of students in nomothetic programs.
- Program coordinators of nomothetic programs rate having clear line of communication with the administration and having both a classroom component and a community-based component of a program higher than coordinators of idiographic programs.

- Parents of students in nonpaid programs rate having a student experience and success in a program relayed to college admission counselors and made a part of his/her permanent record.
- Parents of 10th and 11th grade students rate having a student experience in a program relayed to the college admissions counselor and made a part of his/her permanent school record less important than do parents of 9th and 12th grade students.

Placement (See Table 18.)

- Female students rate the following matters more important than male students:
 - knowing exactly what is expected in the worksite from the beginning
 - having a choice of worksite placements
 - a worksite compatible with training and interest
 - a worksite providing experience with long-range usefulness
 - decision on placement made jointly by student, staff, and worksite supervisor

Worksite Supervisor (See Table 19.)

- Female students rate the following matters more important than male students:
 - careful planning of student experiences by supervisors
 - free and open communication with supervisors
 - frequent progress reports
 - opportunity to develop and practice students' own ideas at the placement

Staff (See Table 20.)

- Students who are paid and students in nomothetic programs rate a personal interest in students, visits to the work sites, and interpretation of the program experiences more important than students in nonpaid and idiographic programs.
- Parents of students who are not paid rate pre-program knowledge of experiential opportunities, cooperation from program directors, and assurance of proper

attention to in-school and out-of-school matters more important than parents whose sons or daughters are not paid.

- Teachers rate the joint input of faculty, administrator, and board of education to the policies and procedures affecting staff responsibilities, activities, and compensation as more important than administrators.

Students (See Table 21.)

- Worksite supervisors of nomothetic programs rate student knowledge of ground rules as more important than worksite supervisors in idiographic programs.
- Parents of students in nomothetic programs rate a breadth of program experiences enabling students with all levels of ability to participate successfully as more important than parents of students in idiographic programs.
- Students in programs which do not give credit rate program availability to all students more important than students in programs which give credit.

Parents (See Table 22.)

No significant differences were found in the parent cluster.

Evaluation (See Table 23.)

No significant differences were found in the evaluation cluster.

Program/Community Interface (See Table 24.)

No significant differences were found in the program/community interface cluster.

TABLE 16

CLUSTER: GOALS
CONSTITUENT RATINGS FOR PROGRAM GOALS

(Intra-Group Comparisons -- Across Constituencies)

Constituencies	Items	Overall Ratings		Sex		Prog. Type		Paid		Acad. Credit	
		Mean	Rank	Male	Fem	Nomo	Idio	Yes	No	Yes	No
				M/R	M/R	M/R	M/R	M/R	M/R	M/R	M/R
Program Coordinators	d,j	3.10	5	3.43 2	2.83 5	3.17 3	2.88 5	3.14 2	3.00 3	3.12 2	3.00 3
Teachers/ Administrators	a	3.42	1	3.48 1	3.30 1	3.26 1	3.76 1				
Parents	a	3.16	3	3.04 4	3.23 4	3.16 4	3.18 3	3.11 3	3.26 2	3.17 1	3.29 1
Worksite Supervisors	a	3.20	2	3.12 3	3.26 3	3.11 5	3.42 2	2.95 4	3.52 1		
Students	a,c	3.14	4	2.98 5	3.27 2	3.23 2	2.91 4	3.23 1	3.01 4	3.14 3	3.22 2

TABLE 17

CLUSTER: SCHOOL
CONSTITUENT RATINGS FOR SCHOOL-PROGRAM LINKAGES

(Intra-Group Comparisons -- Across Constituencies)

Constituencies	Items	Overall Ratings		Sex		Prog. Type		Paid		Acad. Credit	
		Mean	Rank	Male	Fem	Nomo	Idio	Yes	No	Yes	No
				M/R	M/R	M/R	M/R	M/R	M/R	M/R	M/R
Program Coordinators	n,p	3.04	3	2.90 2	3.17 1	3.24 1	2.50 4	3.17 1	2.80 2	3.11 2	2.78 2
Teachers/ Administrators	b,e, f,g, h,j	3.20	2			3.19 2	3.24 2				
Parents	e,f	3.22	1	3.28 1	3.14 2	3.08 3	3.91 1	2.79 3	3.69 1	3.17 1	3.64 1
Worksite Supervisors	n	2.66	5	2.62 3	2.65 4	2.80 5	2.31 5	2.63 4	2.65 4		
Students	p,r, s,t,u	2.79	4	2.75 4	2.80 3	2.83 4	2.67 3	2.81 2	2.77 3	2.72 3	2.66 3

TABLE 18

CLUSTER: PLACEMENTS
CONSTITUENT RATINGS FOR PROGRAM PLACEMENTS

(Intra-Group Comparisons -- Across Constituencies)

Constituencies	Items	Overall Ratings		Sex		Prog. Type		Paid		Acad. Credit	
		Mean	Rank	Male	Fem	Nomo	Idio	Yes	No	Yes	No
				M R	M R	M R	M R	M R	M R	M R	M R
Program Coordinators	c,t	2.93	2	3.25 1	2.72 2	2.82 2	3.25 1	2.75 2	3.30 1	3.00 2	2.67 3
Teachers/ Administrators											
Parents	c	2.60	3	2.52 4	2.67 3	2.67 3	2.20 4	2.54 4	2.66 3	2.57 3	2.83 2
Worksite Supervisors	f	2.55	4	2.81 3	2.18 4	2.51 4	2.67 3	2.67 3	2.37 4		
Students	b,e, f,g,h	3.11	1	2.99 2	3.20 1	3.11 1	3.20 2	3.08 1	3.17 2	3.10 1	3.20 1

TABLE 19

CLUSTER: WORKSITE SUPERVISORS
CONSTITUENT RATINGS FOR PROGRAM WORKSITE SUPERVISORS

(Intra-Group Comparisons -- Across Constituencies)

Constituencies	Items	Overall Ratings		Sex		Prog. Type		Paid		Acad. Credit	
		Mean	Rank	Male	Fem	Nomo	Idio	Yes	No	Yes	No
				M R	M R	M R	M R	M R	M R	M R	M R
Program Coordinators											
Teachers/ Administrators											
Parents											
Worksite Supervisors	e,g, k,l	3.31	1	3.35 1	3.23 2	3.34 1	3.22 2	3.30 1	3.29 2		
Students	i,j, k,l,q	3.27	2	3.18 2	3.31 1	3.25 2	3.31 1	3.23 2	3.35 1	3.27	3.31

TABLE 20

CLUSTER: STAFF
CONSTITUENT RATINGS FOR PROGRAM STAFF

(Intra-Group Comparisons -- Across Constituencies)

Constituencies	Items	Overall Ratings		Sex		Prog. Type		Paid		Acad. Credit	
				Male	Fem	Nomo	Idio	Yes	No	Yes	No
		Mean	Rank	M/R	M/R	M/R	M/R	M/R	M/R	M/R	M/R
Program Coordinators	a,e,q,s	3.11	3	3.17 1	3.06 2	3.08 2	3.25 2	3.09 1	3.17 2	3.18 1	2.83 3
Teachers/Administrators	c	3.12	2	3.15 2	3.05 3	3.00 3	3.35 1				
Parents	b,d,h,i	3.17	1	3.06 3	3.26 1	3.17 1	3.20 3	3.03 2	3.35 1	3.17 2	3.21 1
Worksite Supervisors	b,c,d,j	3.01	4	3.02 4	2.95 4			2.96 4	3.02 3		
Students	m,n,o	2.90	5	2.89 5	2.87 5	2.99 4	2.62 4	2.98 3	2.74 4	2.90 3	2.86 2

TABLE 21

CLUSTER: STUDENTS
CONSTITUENT RATINGS FOR STUDENT-PROGRAM RELATIONS

(Intra-Group Comparisons -- Across Constituencies)

Constituencies	Items	Overall Ratings		Sex		Prog. Type		Paid		Acad. Credit	
				Male	Fem	Nomo	Idio	Yes	No	Yes	No
		Mean	Rank	M/R	M/R	M/R	M/R	M/R	M/R	M/R	M/R
Program Coordinators	l,r	3.45	2	3.57 2	3.39 3	3.50 2	3.38 2	3.55 3	3.30 3	3.46 1	3.50 1
Teachers/Administrators	d	3.37	3	3.29 3	3.45 2	3.26 3	3.59 1			3.12 2	3.45 2
Parents	g	3.15	4	3.08 4	3.18 4	3.14 4	3.18 4	2.94 3	3.38 2		
Worksite Supervisors	m	3.68	1	3.68 1	3.67 1	3.80 1	3.37 3	3.76 1	3.54 1		
Students	d	2.72	5	2.68 5	2.73 5	2.78 5	2.54 5	2.68 4	2.18 4	2.64 3	3.07 3

TABLE 22

CLUSTER: PARENTS
CONSTITUENT RATINGS FOR PARENT-PROGRAM RELATIONS

(Intra-Group Comparisons -- Across Constituencies)

Constituencies	Items	Overall Ratings		Sex		Prog. Type		Paid		Acad. Credit	
				Male	Fem	Nomo	Idio	Yes	No	Yes	No
		Mean	Rank	M R	M R	M R	M R	M R	M R	M R	M R
Program Coordinators	g,h	2.46	2	2.40 2	2.50 2	2.50 2	2.38 2	2.50 2	2.38 2	2.45 2	2.50 1
Teachers/ Administrators											
Parents	k,l,m	2.55	1	2.50 1	2.61 1	2.54 1	2.60 1	2.50 1	2.59 1	2.55 1	2.48 2
Worksite Supervisors											
Students											

TABLE 23

CLUSTER: EVALUATION
CONSTITUENT RATINGS FOR PROGRAM EVALUATIONS

(Intra-Group Comparisons -- Across Constituencies)

Constituencies	Items	Overall Ratings		Sex		Prog. Type		Paid		Acad. Credit	
				Male	Fem	Nomo	Idio	Yes	No	Yes	No
		Mean	Rank	M R	M R	M R	M R	M R	M R	M R	M R
Program Coordinators	k,o	2.96	3	2.40 4	2.50 4	2.50 4	2.38 4	2.50 3	2.38 3	2.45 2	2.50 2
Teachers/ Administrators	k	2.65	4	2.73 3	2.56 3	2.58 3	2.81 3				
Parents	j	3.27	1	3.31 1	3.26 1	3.33 1	2.91 2	3.31 1	3.23 1	3.27 1	3.29 1
Worksite Supervisors	n	3.16	2	3.24 2	3.03 2	3.13 2	3.27 1	3.08 2	3.23 2		
Students											

TABLE 24

CLUSTER: COMMUNITY/SCHOOL INTERFACE
 CONSTITUENT RATINGS FOR COMMUNITY/SCHOOL INTERFACE
 (Intra-Group Comparisons -- Across Constituencies)

Constituencies	Items	Overall Ratings		Sex		Prog. Type		Paid		Acad. Credit	
		Mean	Rank	Male	Fem	Nomo	Idio	Yes	No	Yes	No
				M R	M R	M R	M R	M R	M R	M R	M R
Program Coordinators	b,f, l,m	2.80	2	3.00 1	2.63 2	2.78 1	2.89 2	2.85 1	2.67 1	2.86 1	2.56 1
Teachers/ Administrators	i,l	2.87	1	3.00 1	2.68 1	2.74 2	3.13 1				
Parents	n	2.34	3	2.41 2	2.32 3	2.34 3	2.33 4	2.27 2	2.39 2	2.35 2	2.14 2
Worksite Supervisors	j,o	2.18	4	2.17 3	2.13 4	2.09 4	2.46 3	2.02 3	2.37 3		
Students											

CHAPTER IV

CONCLUSIONS

Summary

The data of Chapter III lead to a number of conclusions relative to the priority concerns of those who participate in experiential education programs. From students, parents, worksite supervisors, teachers/administrators, and program coordinators we have concrete indications of their primary concerns and the priorities they put on specific aspects of this educational process. Chapter IV seeks to identify the priority concerns for each constituency.

Students

Students place the highest priorities on their relationships with worksite supervisors. To them, the ability of worksite supervisors to communicate is particularly important. Students expect from the supervisors a clear understanding of their individual programs, and they appreciate frequent progress reports.

Female students attach significantly greater importance than male students to the following behaviors of worksite supervisors:

- Providing feedback on performance and progress
- Communicating with them easily and openly
- Planning work experiences carefully
- Allowing them to develop and put into practice their own ideas

Students in programs not giving credit, like girls in general, attach particular importance to careful planning by worksite supervisors.

Of almost equal importance are the worksite itself and the opportunities which prevail there. Learners, especially young women, appreciate placements compatible with their previous training, areas of interest and future plans. Students, especially females, value a choice of different worksite placements. Among nonpaid students, this prerogative is especially important.

Clear-cut descriptions of tasks to be performed are considered important especially by males and those students in paid and noncredit programs. Females prefer a placement which is the joint decision of student, program staff, and worksite supervisor; also, they want to know exactly what they will be doing before they begin.

With regard to procedures, knowledge of exactly what is expected is very important, including specific requirements for program completion. Female students and those who are paid attach more importance than males and nonpaid students to knowing exactly what they will get out of a program even before they enter it. Likewise students in nomothetic programs consider this matter more important than those in idiographic programs.

As for their relationship with the program staff, students value personal interest, assistance with problems and praise and encouragement for program performance. Students in nomothetic programs and those in paid programs tend to give higher priority to these matters than their counterparts.

In their relationships with the school itself, students value a smooth functional relationship between the experiential program and the academic program. This concern appears to be greater among students who are paid than among nonpaid students. Receiving academic credit for participation in an EE program is important, especially to students in nomothetic programs. Students enrolled in noncredit programs value help in relating what they learn in the worksite to what they learn in the classroom. Students in noncredit programs also attach greater priority to making the experiential programs available to all students than do those who are receiving academic credit.

With regard to the nine clusters and the phenomena represented in them, students, when compared with other constituencies, demonstrate the greatest resolution in matters concerning placements and worksite supervisors.

Parents

Parents consider it vitally important for adequate planning to be made for experiential programs in which their children are involved. They want assurance concerning questions of liability, injury, and child labor laws which effect the learners and are concerned about in-school matters such as attendance, grading, and credit. Among parents of nonpaid students and those in idiographic programs, these assurances are especially important.

Parents like to be kept informed of student progress and appreciate having such information included in the permanent record of the student, thereby making it available to college admissions offices. Parents of students in nonpaid and idiographic programs put a significantly higher premium on this matter than parents of those in other programs; and parents of 9th and 12th grade students put higher priority on this policy than parents of 10th and 11th grade students.

Although, among parents, a clear understanding of the goals and purposes of an EE program did not receive priority as high as the matters discussed above, goals are integral to every aspect of the program and are important to all parents. Parents of students in non-credit and idiographic programs rank goals higher in importance than their counterparts.

Parents desire a broad range of experience in growth and learning so that students of all levels of ability may be attracted and served. They also appreciate information from the school regarding the purposes, function and advantages of the various kinds of paid and nonpaid EE programs. Among parents of students in paid programs, this matter received a rating significantly high. Advance information of available experiential opportunities enables parents to plan accordingly. Parents of students in nonpaid, noncredit, and idiographic programs put a substantially higher rating on this matter than others. Especially for students enrolled in noncredit programs, parents appreciate an opportunity to collaborate in decisions on the placement.

Parents of learners enrolled in nonpaid programs especially appreciate program directors who include them in the planning and operational functions of the program.

Parents, as reflected by the nine clusters, give highest priority to school-program linkages, staff activities, communication with the home, and program evaluations.

Worksite Supervisors

The worksite supervisors, a constituency outside the school itself, set their highest priorities directly on the learners. It is most important to them that students know the ground rules and that they understand what is expected of them. This feeling is especially applicable to supervisors of learners enrolled in noncredit and nomothetic programs. From those in the organization who work with the students, they expect tolerance of mistakes, assistance where it is required and a listening ear. This attitude is particularly predominant among supervisors of learners

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in nonpaid programs. Worksite supervisors value the willingness of employees at all levels to share what they know with the learners. This priority applies particularly to first-line supervisors within the organization.

In the minds of worksite supervisors, it is essential that program staff have a thorough understanding of the operations of an organization when seeking a specific kind of student placement. Closely related to this matter is the need for the program staff to explain the organization's role in the EE program, including the process of evaluating student progress. Clearly defined and mutually acceptable goals, a high priority of worksite supervisors, facilitate evaluation. The matter of goals is particularly important among supervisors in nonprofit organizations and among those who are associated with nonprofit programs.

Many differences in the rank of priority appear when supervisors are grouped according to type of program with which they are associated. Supervisors working with nonpaid and idiographic programs attach a substantially higher priority to a good relationship between program staff and the worksite organization than their counterparts.

Supervisors cooperating with noncredit and nomothetic programs believe organizational personnel should participate in selecting students for placement.

As reflected by the nine clusters, worksite supervisors attach highest priority to matters concerning students and their own role in the experiential program, including evaluation.

Teachers/Administrators

Although not directly involved in experiential programs, teachers of academic subjects and school administrators contribute to our understanding of the priorities surrounding experiential education.

Of primary priority is the conviction that an experiential program should be developed as an integral part of the total school curriculum. Consistent with this priority is another which ensures faculty and administration participation in evolving programs and objectives. This concept is held especially by teachers and administrators dealing with noncredit and idiographic programs. Input from teachers and administrators provided later and targeted toward improving program quality is

also valued -- in this case, by those dealing with credit and nomothetic programs. Teachers and administrators believe that an experiential program should be interdependent of other components of the school curriculum, but complementary to them. This concept holds higher priority by those involved in credit and nomothetic programs than by their counterparts. On the basis of this priority, the schedules and the activities of an experiential program would be an integral part of the total school program. This matter is of greater concern when learners receive pay than when they are involved in a nonpaid program.

Matters of policy and procedure also receive high priority among teachers and administrators. Ranking high (especially in paid programs) is a provision that faculty and administration contribute to policy and procedures affecting student activities and responsibilities. They also attach relatively high priority (again, higher in paid programs) to stated policies and procedures for program staff including compensation for their efforts. These arguments should be arrived at jointly by faculty, administration and the Board of Education. Teachers attach a significantly higher priority to this concept than administrators.

This constituency values public-relations procedures which result in news stories and publicity about EE programs, including the activities of community and business sponsors. Within specific categories of teachers and administrators, those affiliated with nonpaid and nomothetic programs attach particular priority to this matter.

Teachers and administrators as reflected in the nine clusters give highest priority to goals, school, staff, and school/community interface.

Program Coordinators

Those most directly involved in the establishment and operation of an EE program are the program coordinators. From them comes a set of priorities highly important to the total picture of experiential education.

Goals for the program rank highest in the priorities of coordinators. A basic set of goals provides a vehicle which will further an understanding of the program among educators, business and labor leaders, legislators, parents, and others. While a high priority among all coordinators, those of programs in which students are not paid put the priority even higher.

Two other high priorities in this constituency are the students themselves and policy guidelines which determine their responsibilities in experiential programs.

Coordinators also value a set of criteria for recruiting and selecting students. Among more discrete groups of coordinators those directing programs in which students are not paid, place substantially higher priority on the matter than those directing paid programs. While the priority was high among both groups, coordinators of programs for credit put a substantially higher priority on this matter than those of programs where credit is not offered. A systematic plan for funding appears as a highly important priority with coordinators. Only the priority for a basic set of goals and policy guidelines for students ranks higher.

Internal organization and operation of a program are priority concerns for coordinators, and policy statements regarding program operation and management are deemed important. The same is true regarding a system for recruiting, cataloguing, and evaluating community placements or worksites. This is a matter which receives substantially higher ratings from coordinators of programs in which students receive credit than from those directing programs in which no credit is given.

Matters regarding staff are considered important by coordinators who believe a set of criteria is required to facilitate recruitment and selection. They stress policies concerning staff activities and responsibilities.

Another matter of internal human relations is the importance attached to clear lines of communication with key personnel within the organization housing the EE program.

There are some variations in the priority which these matters hold. With regard to staff recruitment and selection, coordinators of programs in which students are paid and those in which credit is given, put a much higher priority on this matter than their counterparts. This same group also put a substantially higher priority on establishing criteria for recruiting, cataloguing, and evaluating community worksites. With regard to policies about staff activities and responsibilities, greater priority is indicated by the opposites -- those in nonpaid and noncredit programs.

Periodic reassessment of the program to determine how well it is meeting the stated goals and objectives is a priority, and keeping parents informed about developments in the program is also considered desirable policy.

With coordinators of programs in which students are not paid a number of matters are very important: an orientation program for teachers and administrators; development of program goals in cooperation with faculty, administration, community resource persons, and parents; a position statement in support of the program and its goals to be furnished by the Board of Education.

As reflected in the nine clusters, program coordinators give highest priority to worksite supervisors, students and school/community interface.

Recommendations

There is in this Chapter a measure of the concerns and priorities of five groups involved in experiential education. It provides much insight to the problem of how the environment can be established and maintained for enabling youth to expand the domain of their learning and growth. From such an environment can come significantly improved transitions to adulthood and the world of work. The following are recommended procedures:

- Set goals carefully with purposes of programs established through extensive participation by representatives of all constituencies.
- Be carefully attuned to differences in priorities between boys and girls, in recruiting, in orientation, and in program participation.
- Provide assistance to worksite supervisors in obtaining their priorities and enabling students to obtain theirs, e.g., training or in-service; printed guidelines; interaction with successful supervisors; and frequent staff visits to worksite.
- Set procedural policies for staff and for students which are consistent with program goals. (Use handbooks for staff and for students; hold orientation programs for each.)
- Develop staff which can: provide caring, personal interaction with students; maintain informed, intentional relations with worksite supervisors; and maintain a collegueship with classroom teachers and administration of the school.

- Provide feedback to parents regarding program and student experiences, e.g., newsletter, public relations in local media; luncheons or desserts which bring students, parents, staff, and supervisors together.
- Regard establishment of an experiential education program as a curriculum development. Use established procedures to insure faculty and administration involvement, attending carefully to needs for information, clarification, reassurance, e.g., personal interaction; sharing published reports or guidelines; and much "jawboning."
- Seek opportunities to integrate students' experiences with other subjects, e.g., invite teachers to visit students' worksites; encourage students to demonstrate integration to teachers and classes when appropriate; develop programs for faculty in-service days; and include subject teachers in public relations releases when appropriate.
- Establish a firm basis for program funding and institutional support, including that of the Board of Education or comparable body.
- Be systematic in obtaining and using community worksites, e.g., recruit them by personal visits and assessment; classify for kinds of student objectives to be served; evaluate through staff and student experiences; provide formal and informal feedback (See Recommendation 3).

CHAPTER V

AFTERTHOUGHTS

This study was based on the premise that successful programs exist in environments in which there are congruent priorities and values among those who participate in the operation of such programs: the parents, the worksite supervisors, the students, the teachers/administrators in the sponsoring schools, and the program coordinators.

The basis of this premise emanates from the works of Nevitt Sanford and Urie Bronfenbrenner. Both assert that human development is the result of multiple influences -- both from individuals and institutions. These men have increased the awareness that it is the interaction of young people and adults with various institutions which bears heavily on the development of youth.

We have proceeded in this study on the assumption that experiential education programs are organized efforts to contribute to the development of the young people who participate. The five constituent groups, the focus of the study, are the primary sources of such influences. Among them lie most of the ingredients of the "ecology of human development" described by Bronfenbrenner. The absence of a sixth constituent group, organized labor, weakens the conclusions proportionately.

One limit of the study, as stated earlier, is the small size of our sample. A broader, more extensive sampling from each constituency (especially from coordinators) would be much more reassuring. The absence of any reflection by organized labor is also regrettable. Further investigation with a large number of programs will be required before our findings can be considered conclusive.

In spite of its acknowledged limitations, however, the study does provide concrete insight to the priority concerns of a community of constituencies in experiential education. From these data, it is possible to formulate with some confidence a broad set of observations and guidelines which will contribute to the likelihood of successful experiential programs.

The most striking result in this study is the high degree of congruency between students and worksite supervisors. The compatibility and complementary nature of the priorities reflected by these two groups is highly important. Students attach the highest priorities to the kind of interaction they have with supervisors; and supervisors, to the nature of the student relationships with the worksite and its personnel. In both groups it is the interpersonal relationships which count most. From supervisors, students appreciate open and free communication; fair and candid progress reports; and an understanding of the learner's role in the program. From students, supervisors expect adherence to established ground rules; from staff members, they expect tolerance and a willingness to assist and share expertise. Fulfillment of these priorities will help to overcome any obstacles, thereby contributing to ultimate program success.

The high degree of priority attached to goals among all constituencies is likewise revealing. While broad gaps may exist among constituencies in the respective intentions embodied in the goals, congruency already exists by implication in the priorities themselves. This fact suggests a narrower gap than might be expected.

Clearly defined program purposes and opportunities, as well as consistent ground rules, are considered almost equally important by students, teachers/administrators, and coordinators. For worksite supervisors, well enunciated purposes and objectives clearly and specifically tied to the function and purpose of the operations represented are the most important elements, which differ only in perspective from similar priorities of coordinators.

For parents, goals congruent with those of their sons and daughters and also of the worksite supervisors obtain support and endorsement. If goals are stated in a vernacular they understand and are directed at such primary concerns as career and transition to adulthood, they are unlikely to incur objection from this constituency. If youth employment and earning power are the major concern of parents, goals should reflect this fact. The fact that parents value having the experiential education accomplishment of their sons and daughters made a part of their permanent records acknowledges their conviction that school can nurture development apart from the academic area.

Teachers/administrators consider program goals and purposes of major importance and like to be included in the planning and development process. For this reason, much in the way of obstacles can be avoided from the outset if teachers/administrators are represented. It is important and often more difficult to

correlate the student expectations held by teachers of academic subjects with those of experiential program constituents. Administrators, like teachers of academic subjects, often hold expectations different from those held in the experiential area -- especially in the domain and circumstances in which students spend school time. It is essential that they be made to realize the logic and reason held by "out of school" constituencies in their priorities regarding youth development. With careful effort and application of the reasoning and insight of Sanford and Bronfenbrenner, these divergent priorities can be combined to show the interdependent and complementary nature of experiential and academic program elements. Action on the teachers/administrators' priority regarding documentation and regularization of policy will also help to ensure program success. When a Board of Education demonstrates an intention toward youth education and transition to adulthood which reflects an acceptance of the interdependence of the entire community environment, the climate becomes uniquely favorable and conducive to success.

The high priority placed by program coordinators on a basic set of goals "to explain it to educators, business and labor leaders . . ." is reasonable assurance that the thrust is there for combining and orchestrating these priorities so that a successful program may be inaugurated. One may ask, having "identified" this cluster of constituent priorities apparently lying nascent in any community, at what point the thrust begins to initiate an experiential education program. Indications suggest that there are many in the communities across this nation who sense that things are not right for too many youth. Many are educators, but more and more others, not in the field of education, are moved to action on behalf of youth. They often struggle under less than favorable circumstances trying to "put something together" which will help youth make the years from fourteen to eighteen more useful and meaningful. It is our belief that the knowledge and insight found in these pages will be helpful and encouraging to them and the youth they seek to serve.

APPENDIX A

COOPERATING COORDINATORS
AND EXPERIENTIAL EDUCATION PROGRAMS

APPENDIX A

Working List of Coordinators and Experiential Education Programs Cooperating With This Project

1. Linda Graham, Coordinator
School Apprentice Program
Enterprise for High School
Students
3275 Sacramento
San Francisco, CA 94115
2. Barry Breen, Coordinator
Oakland CETA
St. Elizabeth High School
1530 34th St.
Oakland, CA 94602
3. John L. Brown, Principal
Far West High School
EBCE Program
991 14th Avenue
Oakland, CA 94607
4. Mildred Riggs, Coordinator
Downtown Continuation High
School
110 Bartlett
San Francisco, CA 94601
5. Robert Zedlitz, Coordinator
Irvington High School
4800 Blacow Rd.
Fremont, CA 94538
6. Joann Duperrault, Coordinator
Executive High School Intern
Program
Instructional Services Center
707-E Columbus Dr.
Tampa, Florida 33602
7. Rose Morales, Coordinator
Community Learning Experience
Learning Center
102 E. 7th
Tampa, Florida 33602
8. James McGaha, Coordinator
Tampa Bay Vo Tech
6410 Orient Road
Tampa, Florida 33610
9. Jackie Moore, Coordinator
Orlando EBCE Program
Maynard Evans High School
4949 Silver Star Road
Orlando, Florida 32808
10. Delores Welborn, Coordinator
Orlando Service Learning
Oakridge High School
6000 S. Winegard Rd.
Orlando, Florida 32809
11. Ginny Turner, Coordinator
Tri-Lateral Council
125 High St.
Boston, MA 02117
12. Jim Leahy
Tri-Lateral Council
New England Life
501 Boylston
Boston, MA 02117

13. Tom DeFrietas, Coordinator
c/o Kim Sheviak
Tri-Lateral Council
Shawmut Bank
1 Federal St.
Boston, MA 02110
14. Roy Belson, Director
New Medford High School
489 Winthrop St.
Medford, MA 02744
15. Charles Tennant, Coordinator
Occupational Work Adjustment
Beery Jr. High School
2740 Lockbourne Rd.
Columbus, Ohio 43207
16. Fred Harper, Coordinator
CETA-Pre-Employment Program
International Union of Operating
Engineers Local #98
Clear Drive Air Park
Westfield, MA 01085
17. John W. Coster
Director of Internship Programs
South Berkshire Educational
Collaborative
RFD #2 Box 101F
Great Barrington, MA 01230
18. Denise Porter, Coordinator
Occupational Work Experience
Hilliard High School
5600 Scioto Darby
Hilliard, OH 43026
19. Georgia Hauser, Coordinator
Distributive Education Program
Brookhaven High School
4077 Karl Road
Columbus, Ohio 43224

APPENDIX B

QUESTIONNAIRES SUBMITTED
TO CONSTITUENT GROUPS



The Ohio State University



THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1960 Kenny Road
Columbus, Ohio 43210

Phone: 614-486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

Dear Program Coordinator:

We are conducting a study of educational programs in which students use various work settings in the community as learning sites. We would like you to complete this questionnaire so that we will have a better understanding of what parents think is important in these programs.

After each item on the questionnaire check the box which shows how important it is to you.

<u>Somewhat Important</u>	<u>Moderately Important</u>	<u>Very Important</u>	<u>Extremely Important</u>	<u>NA</u>
☐	☐	☐	☐	☐
Lowest Rating	to 			Highest Rating
				(Does not apply to this program.)

Please give us this information about your son or daughter:

Male ____ Female ____

Grade: 9 ____ 10 ____ 11 ____ 12 ____

At the work site, does he/she get paid? Yes ____

No ____

Does he/she get academic credit? Yes ____
No ____

	<u>Somewhat</u> <u>Important</u>	<u>Moderately</u> <u>Important</u>	<u>Very</u> <u>Important</u>	<u>Extremely</u> <u>Important</u>	<u>NA</u>
HOW IMPORTANT IS IT THAT:					
a. there be an established set of criteria for selecting and recruiting staff?	☐	☐	☐	☐	☐
b. there be a systematic plan for funding and appropriating money to support a program?	☐	☐	☐	☐	☐
c. there be a system for recruiting, cataloguing, and evaluating community placements?	☐	☐	☐	☐	☐
d. there be a basic set of goals for the program to explain it to educators, business and labor leaders, legislators, parents, etc.?	☐	☐	☐	☐	☐
e. there be a continuous training process for program staff and directors?	☐	☐	☐	☐	☐
f. there be a public information program employing a variety of media and impacting a broad audience?	☐	☐	☐	☐	☐
g. there be an orientation program for parents?	☐	☐	☐	☐	☐
h. the parents be informed about the developments and implementation of a program?	☐	☐	☐	☐	☐

	<u>Somewhat</u> <u>Important</u>	<u>Moderately</u> <u>Important</u>	<u>Very</u> <u>Important</u>	<u>Extremely</u> <u>Important</u>	<u>NA</u>
i. there be an advisory board to help in the development and implementation of a program?	☐	☐	☐	☐	☐
j. program goals be developed in cooperation with faculty administration, community resource persons, parents, and students?	☐	☐	☐	☐	☐
k. there be a periodic re-assessment to see how well a program is meeting the stated goals and objectives?	☐	☐	☐	☐	☐
l. there be a set of criteria for recruiting and selecting students?	☐	☐	☐	☐	☐
m. the governing board (school board) for the educational institution adopt a position statement supporting the program and its goals?	☐	☐	☐	☐	☐
n. there be clear lines of communication with the administration of the institution?	☐	☐	☐	☐	☐
o. a wide variety of evaluation methods be used to assist in documenting, measuring, and assessing student performance in the program?	☐	☐	☐	☐	☐

	<u>Somewhat</u> <u>Important</u>	<u>Moderately</u> <u>Important</u>	<u>Very</u> <u>Important</u>	<u>Extremely</u> <u>Important</u>	<u>NA</u>
p. a program have a class-room component and a community-based experiential component?	☐	☐	☐	☐	☐
q. there be policies regarding activities and responsibilities of the program staff?	☐	☐	☐	☐	☐
r. there be policy guidelines for the responsibilities of all student participants in a program?	☐	☐	☐	☐	☐
s. there be policy statements regarding the operation and management of the program?	☐	☐	☐	☐	☐
t. community resource persons be provided with orientation and periodic training during the school year?	☐	☐	☐	☐	☐

THANK YOU.



The Ohio State University



THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1980 Kenny Road
Columbus, Ohio 43210

Phone: 614-486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

Dear Teacher or Administrator:

We are conducting a study of educational programs in which students use various work settings in the community as learning sites. We would like you to complete this questionnaire so that we will have a better understanding of what teachers and administrators think is important in these programs.

After each item on the questionnaire check the box which shows how important it is to you.

<u>Somewhat Important</u>	<u>Moderately Important</u>	<u>Very Important</u>	<u>Extremely Important</u>	<u>NA</u>
☐	☐	☐	☐	☐

(Lowest Rating) to (Highest Rating) (Does not apply to this program.)

Please give us this information about yourself:

Male _____ Female _____

Administrator _____ Teacher _____

PLEASE NOTE: The questions pertain to administrators and faculty who are not part of the experiential learning program staff.

	<u>Somewhat Important</u>	<u>Moderately Important</u>	<u>Very Important</u>	<u>Extremely Important</u>	<u>NA</u>
1. HOW IMPORTANT IS IT THAT:					
a. the faculty and administration participate in the development of the goals and objectives of an experimental education program?	☐	☐	☐	☐	☐
b. a program be developed as an integral part of the total curriculum?	☐	☐	☐	☐	☐
c. the policies and procedures regarding the activities, responsibilities and compensation of the program staff be worked out and documented by the faculty, administration, and school board?	☐	☐	☐	☐	☐
d. the policies and procedures regarding students themselves, as well as their activities and responsibilities in the program, be worked out and agreed upon with the faculty and administration?	☐	☐	☐	☐	☐
e. faculty and administration be involved in and aware of program development?	☐	☐	☐	☐	☐
f. faculty and administration be encouraged to offer ideas and suggestions to enhance the program?	☐	☐	☐	☐	☐

	<u>Somewhat Important</u>	<u>Moderately Important</u>	<u>Very Important</u>	<u>Extremely Important</u>	<u>NA</u>
g. the program schedule and operation are an integral part of the total school schedule and operation?	☐	☐	☐	☐	☐
h. the program be inter-dependent with other components of the school curriculum so that components may compliment each other?	☐	☐	☐	☐	☐
i. the school's public relations procedures encourage creative news stories and publicity about the program, including the activities of community and business sponsors?	☐	☐	☐	☐	☐
j. classroom teachers share in the ownership of the program by being involved in its planning and implementation?	☐	☐	☐	☐	☐
k. faculty members and administration be involved in planning and implementing evaluation of student performance in the program?	☐	☐	☐	☐	☐
l. the program's advisory group include a proportionate representation of teachers and administrators?	☐	☐	☐	☐	☐

THANK YOU.



The Ohio State University



THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1980 Kenny Road
Columbus, Ohio 43210

Phone: 614-486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

Dear Parent:

We are conducting a study of educational programs in which students use various work settings in the community as learning sites. We would like you to complete this questionnaire so that we will have a better understanding of what parents think is important in these programs.

After each item on the questionnaire check the box which shows how important it is to you.

<u>Somewhat Important</u>	<u>Moderately Important</u>	<u>Very Important</u>	<u>Extremely Important</u>	<u>NA</u>
☐	☐	☐	☐	☐
{Lowest Rating	to 			{Highest Rating } {Does not apply to this program.}

Please give us this information about your son or daughter:

Male _____ Female _____

Grade: 9 _____ 10 _____ 11 _____ 12 _____

At the work site, does he/she get paid? Yes _____

No _____

Does he/she get academic credit? Yes _____

No _____

	<u>Somewhat Important</u>	<u>Moderately Important</u>	<u>Very Important</u>	<u>Extremely Important</u>	<u>NA</u>
1. HOW IMPORTANT IS IT THAT:					
a. the goals and purposes of an experiential education program be clearly understood by parents?	☐	☐	☐	☐	☐
b. parents know in advance what the experiential opportunities are for a son/daughter in order to plan accordingly?	☐	☐	☐	☐	☐
c. parents collaborate in making decisions about a child's placements?	☐	☐	☐	☐	☐
d. program directors work cooperatively with parents?	☐	☐	☐	☐	☐
e. student experiences and success in a program be relayed to the college admissions counselor?	☐	☐	☐	☐	☐
f. student experiences and success in a program be made part of his/her permanent school record?	☐	☐	☐	☐	☐
g. a program provide a breadth of experience in growth and learning so that students of all levels of ability may be attracted and served?	☐	☐	☐	☐	☐
h. students and parents be assured that in-school matters, such as attendance, grading, and credit are properly provided for?	☐	☐	☐	☐	☐
i. students and parents be assured that out-of-school matters such as liability, injury, and child labor laws are properly provided for?	☐	☐	☐	☐	☐

	<u>Somewhat Important</u>	<u>Moderately Important</u>	<u>Very Important</u>	<u>Extremely Important</u>	<u>NA</u>
j. parents be informed of a student's progress?	☐	☐	☐	☐	☐
k. the purposes, functions, and advantages of the various kinds of paid and nonpaid program in a school be shared with parents?	☐	☐	☐	☐	☐
l. parents be involved as resource persons for finding new placements?	☐	☐	☐	☐	☐
m. parents be enlisted as advocates of the program?	☐	☐	☐	☐	☐
n. the program's advisory group include a proportionate repre- sentation of parents?	☐	☐	☐	☐	☐

THANK YOU.



The Ohio State University



THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1900 Kenny Road
Columbus, Ohio 43210

Phone: 614-486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

Dear Student:

We are conducting a study of educational programs in which students use various work settings in the community as learning sites. We would like you to complete this questionnaire so that we will have a better understanding of what students think is important in these programs.

After each item on the questionnaire check the box which shows how important it is to you.

<u>Somewhat Important</u>	<u>Moderately Important</u>	<u>Very Important</u>	<u>Extremely Important</u>	<u>NA</u>
☐	☐	☐	☐	☐
{Lowest Rating	to		Highest Rating }	(Does not apply to this program.)

Please give us this information about yourself:

Male _____ Female _____

Grade: 9 _____ 10 _____ 11 _____ 12 _____

At your worksite are you: Paid _____
Not Paid _____

Do you get academic credit? Yes _____
No _____

	<u>Somewhat Important</u>	<u>Moderately Important</u>	<u>Very Important</u>	<u>Extremely Important</u>	<u>NA</u>
1. HOW IMPORTANT IS IT THAT:					
a. students know exactly what they will get out of the program before they begin?	☐	☐	☐	☐	☐
b. students know exactly what they will be doing in the work setting before they begin?	☐	☐	☐	☐	☐
c. students know exactly what is expected in order for them to complete the program successfully?	☐	☐	☐	☐	☐
d. the program be available to all students?	☐	☐	☐	☐	☐
e. students be able to choose from different kinds of work site placements?	☐	☐	☐	☐	☐
f. a work site be one in which the students have some training or interest?	☐	☐	☐	☐	☐
g. a work site provide experience that a student can use later in life?	☐	☐	☐	☐	☐
h. the student, staff, and work site supervisor decide where a student will be placed?	☐	☐	☐	☐	☐
i. work-site supervisors understand the purpose of the program clearly?	☐	☐	☐	☐	☐
j. work-site supervisors plan the student experiences carefully?	☐	☐	☐	☐	☐

	<u>Somewhat Important</u>	<u>Moderately Important</u>	<u>Very Important</u>	<u>Extremely Important</u>	<u>NA</u>
k. work-site supervisors be able to talk easily with students?	☐	☐	☐	☐	☐
l. work-site supervisors tell the students how they are doing?	☐	☐	☐	☐	☐
m. program staff take a personal interest in the students, helping them with their problems and providing praise and encouragement?	☐	☐	☐	☐	☐
n. program staff visit students at their work sites?	☐	☐	☐	☐	☐
o. program staff help students understand the meaning of their program experiences?	☐	☐	☐	☐	☐
p. faculty not participating directly in the program sometimes visit students in their placements?	☐	☐	☐	☐	☐
q. students have a chance to develop and use some of their own ideas at the placement?	☐	☐	☐	☐	☐
r. the program not cause the students any hassles with the school or other teachers?	☐	☐	☐	☐	☐
s. students be helped to relate what they learn in school to what they are learning at the work site?	☐	☐	☐	☐	☐
t. being in an experiential program have equal status with being in other programs like math or social studies?	☐	☐	☐	☐	☐

	<u>Somewhat Important</u>	<u>Moderately Important</u>	<u>Very Important</u>	<u>Extremely Important</u>	<u>NA</u>
u. students receive academic credit for successfully com- pleting the program?	☐	☐	☐	☐	☐

THANK YOU



The Ohio State University



THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1980 Kenny Road
Columbus, Ohio 43210

Phone: 614-486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

Dear Supervisor:

We are conducting a study of educational programs in which students use various work settings in the community as learning sites. We would like you to complete this questionnaire so that we will have a better understanding of what business and other work site supervisors think is important in these programs.

After each item on the questionnaire check the box which shows how important it is to you.

<u>Somewhat Important</u>	<u>Moderately Important</u>	<u>Very Important</u>	<u>Extremely Important</u>	<u>NA</u>
☐	☐	☐	☐	☐
(Lowest Rating	_____ to _____			Highest) (Does not apply to this program.)

Please give us this information about yourself:

Male _____ Female _____

Is your organization: For profit _____
Non profit _____

Are the students: Paid _____
Not Paid _____

	<u>Somewhat Important</u>	<u>Moderately Important</u>	<u>Very Important</u>	<u>Extremely Important</u>	<u>NA</u>
1. HOW IMPORTANT IS IT THAT:					
a. the goals and objectives of the program be clearly stated?	☐	☐	☐	☐	☐
b. the role of the organization be clearly expressed by the program staff?	☐	☐	☐	☐	☐
c. the program staff be informed about the operations of the organization when seeking a specific kind of student placement?	☐	☐	☐	☐	☐
d. the program staff be informed about policy matters such as child labor laws, liability, and labor relations as they apply to the organization during its cooperation with the program?	☐	☐	☐	☐	☐
f. the organization be kept aware of the distinction between paid and nonpaid participation by students?	☐	☐	☐	☐	☐
g. organization personnel participate in selecting students for placement?	☐	☐	☐	☐	☐
h. the process for evaluating the performance of a student while in the organization be defined and agreed upon?	☐	☐	☐	☐	☐
i. the staff visit occasionally to give appropriate supervision or assistance?	☐	☐	☐	☐	☐

	<u>Somewhat Important</u>	<u>Moderately Important</u>	<u>Very Important</u>	<u>Extremely Important</u>	<u>NA</u>
j. the organization be given recognition and media exposure, if possible, for cooperating with the program?	☐	☐	☐	☐	☐
k. persons in your organization who work with students be tolerant of mistakes, ready to help, and willing to listen?	☐	☐	☐	☐	☐
l. persons in your organization working with students be willing to share what they know?	☐	☐	☐	☐	☐
m. a student knows what the ground rules are, including what is expected?	☐	☐	☐	☐	☐
n. teachers visit students occasionally to help them understand how what they learn in school relates to what they do in their placement?	☐	☐	☐	☐	☐
o. news stories and any other publicity about the program be handled through the public relations regularly employed through the school system?	☐	☐	☐	☐	☐

THANK YOU



The Ohio State University



THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1980 Kenny Road
Columbus, Ohio 43210

Phone: 614-486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

Dear Labor Representative:

We are conducting a study of educational programs in which students use various work settings in the community as learning sites. We would like you to complete this questionnaire so that we will have a better understanding of what parents think is important in these programs.

After each item on the questionnaire check the box which shows how important it is to you.

<u>Somewhat Important</u>	<u>Moderately Important</u>	<u>Very Important</u>	<u>Extremely Important</u>	<u>NA</u>
☐	☐	☐	☐	☐
Lowest Rating	to 			Highest Rating
				(Does not apply to this program.)

Please give us this information about your son or daughter:

Male _____ Female _____

Grade: 9 _____ 10 _____ 11 _____ 12 _____

At the work site, does he/she get paid? Yes _____

No _____

Does he/she get academic credit? Yes _____

No _____

	<u>Somewhat Important</u>	<u>Moderately Important</u>	<u>Very Important</u>	<u>Extremely Important</u>	<u>NA</u>
HOW IMPORTANT IS IT THAT:					
a. organized labor and other community representatives participate in the initial planning sessions for an experiential learning program?	☐	☐	☐	☐	☐
b. program goals be developed cooperatively?	☐	☐	☐	☐	☐
c. a program's goals are defined in "plain English?"	☐	☐	☐	☐	☐
d. program staff be knowledgeable about the local labor movement, the major unions in the area, the central labor council, etc.?	☐	☐	☐	☐	☐
e. program staff be knowledgeable about labor's civic role in the community, for example, in the areas of voter registration, community service, counseling, public education support?	☐	☐	☐	☐	☐
f. program staff respect collective bargaining agreements between labor and management?	☐	☐	☐	☐	☐
g. program staff work with labor and management in determining work-site placements?	☐	☐	☐	☐	☐
h. program staff work with both labor and management in training work-site personnel who assist students?	☐	☐	☐	☐	☐

	<u>Somewhat</u> <u>Important</u>	<u>Moderately</u> <u>Important</u>	<u>Very</u> <u>Important</u>	<u>Extremely</u> <u>Important</u>	<u>NA</u>
i. program staff be aware of organized labor's valid concern with related labor issues, for example, displacement, maintenance of wage standards, working conditions?	☐	☐	☐	☐	☐
j. benefits result to the labor movement from cooperation in the program, such as new contracts in the education community and greater opportunity to present labor's role to students and teachers?	☐	☐	☐	☐	☐
k. labor's participation in the program be recognized and noted in publicity, public recognition, etc.?	☐	☐	☐	☐	☐
l. the program's advisory group include proportionate representation of labor representatives?	☐	☐	☐	☐	☐

THANK YOU.

APPENDIX C

ANALYSIS OF RESPONSES
BY QUESTIONNAIRE ITEMS

TABLE 1
ANALYSIS OF RESPONSES BY
PROGRAM COORDINATORS
FOR MEAN RATING OF EACH ITEM

Item	Response Choice	Response Frequency	Percent of Frequency	Grand Mean Rating
HOW IMPORTANT IS IT THAT:				
a. there be an established set of criteria for selecting and recruiting staff?	1	1	6.3	3.13
	2	2	12.5	
	3	7	43.8	
	4	6	37.5	
	Invalid	0	0	
b. there be a systematic plan for funding and appropriating money to support a program?	1	1	6.3	3.44
	2	0	0	
	3	6	37.5	
	4	9	56.3	
	Invalid	0	0	
c. there be a system for recruiting, cataloguing, and evaluating community placements?	1	0	0	3.25
	2	2	13.5	
	3	8	50.0	
	4	6	37.5	
	Invalid	0	0	
d. there be a basic set of goals for the program to explain it to educators, business and labor leaders, legislators, parents, etc.?	1	0	0	3.44
	2	1	6.3	
	3	7	43.8	
	4	8	50.0	
	Invalid	0	0	
e. there be a continuous training process for program staff and directors?	1	1	6.3	2.71
	2	4	25.0	
	3	7	43.8	
	4	2	12.5	
	Invalid	2	12.5	

Item	Response Choice	Response Frequency	Percent of Frequency	Grand Mean Rating
f. there be a public information program employing a variety of media and impacting a broad audience?	1	4	25.0	2.31
	2	5	31.3	
	3	5	31.3	
	4	2	12.5	
	Invalid	2	12.5	
g. there be an orientation program for parents?	1	3	18.8	2.25
	2	4	25.0	
	3	4	25.0	
	4	1	6.3	
	Invalid	4	25.0	
h. the parents be informed about the developments and implementation of a program?	1	1	6.3	2.77
	2	3	18.8	
	3	7	43.8	
	4	2	12.5	
	Invalid	3	18.8	
i. there be an advisory board to help in the development and implementation of a program?	1	1	6.3	2.60
	2	6	37.5	
	3	6	37.5	
	4	2	12.5	
	Invalid	1	6.3	
j. program goals be developed in cooperation with faculty administration, community resource persons, parents, and students?	1	2	12.5	2.75
	2	5	31.3	
	3	4	25.0	
	4	5	31.3	
	Invalid	0	0	
k. there be a periodic reassessment to see how well a program is meeting the stated goals and objectives?	1	1	6.3	3.13
	2	2	12.5	
	3	7	43.8	
	4	6	37.5	
	Invalid	0	0	
l. there be a set of criteria for recruiting and selecting students?	1	0	0	3.44
	2	3	18.8	
	3	3	18.8	
	4	10	62.5	
	Invalid	0	0	

Item	Response Choice	Response Frequency	Percent of Frequency	Grand Mean Rating
m. the governing board (board of education) for the educational institution adopt a position statement supporting the program and its goals?	1	2	12.5	2.93
	2	1	6.3	
	3	8	50.0	
	4	4	25.0	
	Invalid	1	6.3	
n. there be clear lines of communication with the administration of the institution?	1	1	6.3	3.19
	2	2	12.5	
	3	6	37.5	
	4	7	43.8	
	Invalid			
o. a wide variety of evaluation methods be used to assist in documenting, measuring, and assessing student performance in the program?	1	1	6.3	2.85
	2	2	12.5	
	3	11	68.8	
	4	1	6.3	
	Invalid	1	6.3	
p. a program have a class-room component and a community-based experiential component?	1	1	6.3	2.88
	2	3	18.8	
	3	9	56.3	
	4	3	18.8	
	Invalid	0	0	
q. there be policies regarding activities and responsibilities of the program staff?	1	0	0	3.13
	2	2	12.5	
	3	10	62.5	
	4	4	25.0	
	Invalid	0	0	
r. there be policy guidelines for the responsibilities of all student participants in a program?	1	0	0	3.50
	2	1	6.3	
	3	6	37.5	
	4	9	56.3	
	Invalid	0	0	
s. there be policy statements regarding the operation and management of the program?	1	0	0	3.31
	2	0	0	
	3	11	68.8	
	4	5	31.3	
	Invalid	0	0	
t. community resource persons be provided with orientation and periodic training during the school year?	1	1	6.3	2.60
	2	6	37.5	
	3	6	37.5	
	4	2	12.5	
	Invalid	1	6.3	

TABLE 2
ANALYSIS OF RESPONSES BY
TEACHERS/ADMINISTRATORS
FOR MEAN RATING OF EACH ITFM

Item	Response Choice	Response Frequency	Percent of Frequency	Grand Mean Rating
HOW IMPORTANT IS IT THAT:				
a. the faculty and administration participate in the development of the goals and objectives of an experiential education program?	1	0	0	3.42
	2	5	9.6	
	3	20	38.5	
	4	27	51.9	
	Invalid	0	0	
b. a program be developed as an integral part of the total curriculum?	1	1	1.9	3.52
	2	4	7.7	
	3	14	26.9	
	4	33	63.5	
	Invalid	0	0	
c. the policies and procedures regarding the activities, responsibilities and compensation of the program staff be worked out and documented by the faculty, administration, and board of education?	1	3	5.8	3.12
	2	6	11.5	
	3	23	44.2	
	4	18	34.6	
	Invalid	2	3.8	
d. the policies and procedures regarding students themselves, as well as their activities and responsibilities in the program, be worked out and agreed upon with the faculty and administration?	1	2	3.8	3.37
	2	3	5.8	
	3	21	40.4	
	4	26	50.0	
	Invalid	0	0	

Item	Response Choice	Response Frequency	Percent of Frequency	Grand Mean Rating
e. faculty and administration be involved in and aware of program development?	1	1	1.9	3.29
	2	6	11.5	
	3	22	42.3	
	4	23	44.2	
	Invalid	0	0	
f. faculty and administration be encouraged to offer ideas and suggestions to enhance the program?	1	3	5.8	3.16
	2	3	5.8	
	3	28	53.8	
	4	17	32.7	
	Invalid	0	0	
g. the program schedule and operation be an integral part of the total school schedule and operation?	1	2	3.8	3.39
	2	5	9.6	
	3	16	30.8	
	4	29	55.8	
	Invalid	0	0	
h. the program be interdependent with other components of the school curriculum so that components may compliment each other?	1	2	3.8	3.14
	2	9	17.3	
	3	21	40.4	
	4	20	38.5	
	Invalid	0	0	
i. the school's public relations procedures encourage creative news stories and publicity about the program, including the activities of community and business sponsors?	1	2	3.8	3.05
	2	13	25.0	
	3	19	36.5	
	4	16	30.8	
	Invalid	2	3.8	
j. classroom teachers share in the ownership of the program by being involved in its planning and implementation?	1	8	15.4	2.84
	2	10	19.2	
	3	14	26.9	
	4	18	34.6	
	Invalid	2	3.8	
k. faculty members and administration be involved in planning and implementing evaluation of student performance in the program?	1	8	15.4	2.65
	2	11	21.2	
	3	20	38.5	
	4	10	19.2	
	Invalid	3	5.8	

Item	Response Choice	Response Frequency	Percent of Frequency	Grand Mean Rating
1. the program's advisory group include a proportionate representation of teachers and administrators?	1	8	15.4	2.71
	2	10	19.2	
	3	18	34.6	
	4	12	23.1	
	Invalid	4	7.7	

TABLE 3
ANALYSIS OF RESPONSES BY
PARENTS
FOR MEAN RATINGS OF EACH ITEM

Item	Response Choice	Response Frequency	Percent of Frequency	Grand Mean Rating
HOW IMPORTANT IS IT THAT:				
a. the goals and purposes of an experiential education program be clearly understood by parents?	1	2	2.9	3.16
	2	11	16.2	
	3	29	42.6	
	4	26	38.2	
	Invalid	0	0	
b. parents know in advance what the experiential opportunities are for a son/daughter in order to plan accordingly?	1	7	10.3	3.00
	2	8	11.8	
	3	30	44.1	
	4	22	32.4	
	Invalid	1	1.5	
c. parents collaborate in making decisions about a child's placements?	1	12	17.6	2.60
	2	15	22.1	
	3	25	36.8	
	4	13	19.1	
	Invalid	3	4.4	
d. program directors work cooperatively with parents?	1	8	11.8	2.73
	2	18	26.5	
	3	21	30.9	
	4	17	25.0	
	Invalid	4	5.9	
e. student experiences and success in a program be relayed to the college admissions counselor?	1	7	10.3	3.19
	2	8	11.8	
	3	16	23.5	
	4	34	50.0	
	Invalid	3	4.4	
f. student experiences and success in a program be made part of his/her permanent school record?	1	7	10.3	3.22
	2	8	11.8	
	3	16	23.5	
	4	37	54.4	
	Invalid	0	0	

Item	Response Choice	Response Frequency	Percent of Frequency	Grand Mean Rating
g. a program provide a breadth of experience in growth and learning so that students of all levels of ability may be attracted and served?	1	5	7.4	3.15
	2	5	7.4	
	3	32	47.1	
	4	25	36.8	
	Invalid	1	1.5	
h. students and parents be assured that in-school matters, such as attendance, grading, and credit are properly provided for?	1	2	2.9	3.41
	2	2	2.9	
	3	30	44.1	
	4	34	50.0	
	Invalid	0	0	
i. students and parents be assured that out-of-school matters such as liability, injury, and child labor laws are properly provided for?	1	1	1.5	3.49
	2	4	5.9	
	3	23	33.8	
	4	38	55.9	
	Invalid	2	2.9	
j. parents be informed of a student's progress?	1	3	4.4	3.27
	2	6	8.8	
	3	29	42.6	
	4	30	44.1	
	Invalid	0	0	
k. the purposes, functions, and advantages of the various kinds of paid and nonpaid program in a school be shared with parents?	1	3	4.4	3.11
	2	10	14.7	
	3	30	44.1	
	4	23	33.8	
	Invalid	2	2.9	
l. parents be involved as resource persons for finding new placements?	1	18	26.5	2.13
	2	21	30.9	
	3	18	26.5	
	4	4	5.9	
	Invalid	7	10.3	
m. parents be enlisted as advocates of the program?	1	17	25.0	2.34
	2	18	26.5	
	3	21	30.9	
	4	9	13.2	
	Invalid	3	4.4	

Item	Response Choice	Response Frequency	Percent of Frequency	Grand Mean Rating
n. the program's advisory group include a pro- portionate representa- tion of parents?	1	14	20.6	2.34
	2	18	26.5	
	3	25	36.8	
	4	5	7.4	
	Invalid	6	8.8	

TABLE 4
ANALYSIS OF RESPONSES BY
WORKSITE SUPERVISORS
FOR MEAN RATING OF EACH ITEM

Item	Response Choice	Response Frequency	Percent of Frequency	Grand Mean Rating
HOW IMPORTANT IS IT THAT:				
a. the goals and objectives of the program be clearly stated?	1	3	4.5	3.20
	2	6	9.1	
	3	32	48.5	
	4	25	37.9	
	Invalid	0	0	
b. the role of the organization be clearly expressed by the program staff?	1	3	4.5	3.21
	2	3	4.5	
	3	35	53.0	
	4	22	33.3	
	Invalid	3	4.5	
c. the program staff be informed about the operations of the organization when seeking a specific kind of student placement?	1	0	0	3.37
	2	5	7.6	
	3	31	47.0	
	4	29	43.9	
	Invalid	1	1.5	
d. the program staff be informed about policy matters such as child labor laws, liability, and labor relations as they apply to the organization during its cooperation with the program?	1	8	12.1	2.76
	2	16	24.2	
	3	16	24.2	
	4	18	27.3	
	Invalid	8	12.1	
e. first line supervisors be supportive of your organizations participation in the program?	1	2	3.0	3.18
	2	12	18.2	
	3	21	31.8	
	4	27	40.9	
	Invalid	4	6.1	

Item	Response Choice	Response Frequency	Percent of Frequency	Grand Mean Rating
f. the organization be kept aware of the distinction between paid and nonpaid participation by students?	1	7	10.6	2.55
	2	14	21.2	
	3	19	28.8	
	4	7	10.6	
	Invalid	19	28.8	
g. organization personnel participate in selecting students for placement?	1	8	12.1	2.92
	2	12	18.2	
	3	18	27.3	
	4	23	34.8	
	Invalid	5	7.6	
h. the process for evaluating the performance of a student while in the organization be defined and agreed upon?	1	3	4.5	3.16
	2	6	9.1	
	3	33	50.0	
	4	22	33.3	
	Invalid	2	3.0	
i. the staff visit occasionally to give appropriate supervision or assistance?	1	14	21.2	2.43
	2	18	27.3	
	3	21	31.8	
	4	10	15.2	
	Invalid	3	4.5	
j. the organization be given recognition and media exposure, if possible, for cooperating with the program?	1	14	21.2	2.22
	2	25	37.9	
	3	15	22.7	
	4	6	9.1	
	Invalid	6	9.1	
k. persons in your organization who work with students be tolerant of mistakes, ready to help, and willing to listen?	1	0	0	3.57
	2	2	3.0	
	3	24	36.4	
	4	39	59.1	
	Invalid	1	1.5	
l. persons in your organization working with students be willing to share what they know?	1	0	0	3.51
	2	2	3.0	
	3	28	42.4	
	4	35	53.0	
	Invalid	1	1.5	

Item	Response Choice	Response Frequency	Percent of Frequency	Grand Mean Rating
m. a student knows what the ground rules are, including what is expected?	1	1	1.5	3.68
	2	1	1.5	
	3	16	24.2	
	4	47	71.2	
	Invalid	1	1.5	
n. teachers visit students occasionally to help them understand how what they learn in school relates to what they do in their placement?	1	8	12.1	2.66
	2	15	22.7	
	3	21	31.8	
	4	12	18.2	
	Invalid	10	15.2	
o. news stories and any other publicity about the program be handled through the public relations regularly employed through the school system?	1	20	30.8	2.06
	2	12	18.2	
	3	17	25.8	
	4	3	4.5	
	Invalid	14	21.2	

TABLE 5
ANALYSIS OF RESPONSES BY
STUDENTS
FOR MEAN RATINGS OF EACH ITEM

Item	Response Choice	Response Frequency	Percent of Frequency	Grand Mean Rating
HOW IMPORTANT IS IT THAT:				
a. students know exactly what they will get out of the program before they begin?	1	15	6.0	3.00
	2	48	19.3	
	3	102	41.0	
	4	79	31.7	
	Invalid	5	2.0	
b. students know exactly what they will be doing in the work setting before they begin?	1	14	5.6	2.88
	2	68	27.3	
	3	94	37.8	
	4	67	26.9	
	Invalid	6	2.4	
c. students know exactly what is expected in order for them to complete the program?	1	5	2.0	3.28
	2	34	13.7	
	3	94	37.8	
	4	111	44.6	
	Invalid	5	2.0	
d. the program be available to all students?	1	37	14.9	2.72
	2	60	24.1	
	3	63	25.3	
	4	70	28.1	
	Invalid	19	7.6	
e. students be able to choose from different kinds of worksite placements?	1	17	6.8	3.01
	2	54	21.7	
	3	85	34.1	
	4	90	36.1	
	Invalid	3	1.2	
f. a worksite be one in which the students have some training or interest?	1	11	4.4	3.30
	2	22	8.8	
	3	94	37.8	
	4	117	47.0	
	Invalid	5	2.0	

Item	Response Choice	Response Frequency	Percent of Frequency	Grand Mean Rating
g. a worksite provide experience that a student can use later in life?	1	8	3.2	3.37
	2	24	9.6	
	3	83	33.3	
	4	131	52.6	
	Invalid	3	1.2	
h. the student, staff, and worksite supervisor decide where a student will be placed?	1	15	6.0	2.98
	2	54	21.7	
	3	95	38.2	
	4	78	31.3	
	Invalid	7	2.8	
i. worksite supervisors understand the purpose of the program clearly?	1	5	2.0	3.41
	2	24	9.6	
	3	82	32.9	
	4	135	54.2	
	Invalid	3	1.2	
j. worksite supervisors plan the student experiences carefully?	1	16	6.4	2.95
	2	48	19.3	
	3	109	43.8	
	4	68	27.3	
	Invalid	8	3.2	
k. worksite supervisors be able to talk easily with students?	1	6	2.4	3.44
	2	21	8.4	
	3	78	31.3	
	4	140	56.2	
	Invalid	4	1.6	
l. worksite supervisors tell the students how they are doing?	1	6	2.4	3.35
	2	24	9.6	
	3	94	37.8	
	4	123	49.4	
	Invalid	2	0.8	
m. program staff take a personal interest in the students, helping them with their problems and providing praise and encouragement?	1	9	3.6	3.26
	2	31	12.4	
	3	93	37.3	
	4	114	45.8	
	Invalid	2	0.8	

Item	Response Choice	Response Frequency	Percent of Frequency	Grand Mean Rating
n. program staff visit students at their work-sites?	1	43	17.3	2.50
	2	74	29.7	
	3	82	32.9	
	4	40	16.1	
	Invalid	10	4.0	
o. program staff help students understand the meaning of their program experiences?	1	20	8.0	2.92
	2	48	19.3	
	3	104	41.8	
	4	69	27.7	
	Invalid	8	3.2	
p. faculty not participating directly in the program sometimes visit students in their placements?	1	77	30.9	2.05
	2	80	32.1	
	3	48	19.3	
	4	20	8.0	
	Invalid	24	9.6	
q. students have a chance to develop and use some of their own ideas at the placement?	1	11	4.4	3.17
	2	34	13.7	
	3	102	41.0	
	4	96	38.6	
	Invalid	6	2.4	
r. the program not cause the students any hassles with the school or other teachers?	1	15	6.0	3.18
	2	32	12.9	
	3	88	35.3	
	4	106	42.6	
	Invalid	8	3.2	
s. students be helped to relate what they learn in school to what they are learning at the worksite?	1	26	10.4	2.85
	2	48	19.3	
	3	101	40.6	
	4	61	24.5	
	Invalid	13	5.2	
t. being in an experiential program have equal status with being in other programs like math or social studies?	1	33	13.3	2.69
	2	69	27.7	
	3	65	26.1	
	4	63	25.3	
	Invalid	19	7.6	
u. students receive academic credit for successfully completing the program?	1	23	9.2	3.17
	2	35	14.1	
	3	58	23.3	
	4	120	48.2	
	Invalid	13	5.2	

TABLE 6
 Ratings on Items in Program Coordinator Questionnaire
 by Program and by Program Characteristics

Item	Grand Mean	Ratings by Program																		Mean Ratings by Program Characteristics						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Paid	Not Paid	Credit	No Credit	Home- thetic	Micro- graphic
1.a	3.13	3	3	3	1	4	2	3	4		3	3		3		3	4	2	4	4	3.55	2.60	3.00	3.25	2.91	2.82
2.b	3.44	3	3	4	3	4	4	3	4		1	3		4		3	4	3	4	4	3.45	3.00	3.33	3.50	3.25	3.28
3.c	3.25	3	4	4	2	3	3	4	3		4	2		3		2	3	4	3	3	2.95	3.80	3.21	3.00	2.71	3.63
4.d	3.44	3	4	4	2	3	4	3	4		3	4		3		3	3	4	4	3	3.5	3.35	3.60	3.38	3.50	3.13
5.e	2.71	3	2	0	3	4	0	3	2		3	2		1		2	3	3	3	3	2.55	3.00	2.90	2.00	2.33	3.02
6.f	2.31	2	2	4	1	3	1	2	1		2	1		2		1	3	3	3	3	2.05	2.40	2.21	2.00	1.96	2.20
7.g	2.25	1	1	3	1	2	4	2	0		0	3		0		1	2	0	2	3	1.60	3.00	2.11	2.00	1.44	2.50
8.h	2.77	1	2	3	3	3	2	3	0		0	3		0		1	2	4	3	3	2.39	3.00	2.65	2.33	2.45	2.25
9.i	2.60	2	3	4	2	3	0	2	3		3	1		2		2	3	4	2	3	2.5	2.32	2.60	2.68	2.25	2.28
10.j	2.75	2	2	2	2	3	2	3	4		4	4		1		4	3	4	3	3	2.5	2.77	3.00	2.96	2.50	2.71
11.k	3.13	4	4	3	1	3	2	3	4		4	3		2		3	3	4	3	3	3.5	3.05	3.20	3.13	3.00	2.79
12.l	3.44	2	4	4	2	3	3	4	4		2	2		4		4	4	4	4	4	3.45	3.40	3.50	3.50	3.25	3.20
13.m	2.93	1	3	1	0	2	4	3	4		4	3		3		4	3	4	3	3	2.90	3.20	2.90	3.00	2.91	2.66
14.n	3.19	2	3	3	1	3	3	4	4		4	3		3		3	2	4	4	4	2.73	3.60	3.25	2.75	2.83	3.20
15.o	2.82	3	3	1	0	3	3	3	3		3	2		2		3	3	4	3	3	2.80	2.80	2.73	2.50	2.64	2.60
16.p	2.88	2	3	3	3	2	1	3	3		4	2		3		0	3	3	3	3	3.5	2.75	2.80	2.77	2.75	2.59
17.q	3.13	3	3	3	2	3	3	4	4		3	2		4		2	3	4	4	3	3.00	3.20	3.46	3.00	2.83	3.48
18.r	3.50	3	4	3	3	3	3	4	4		4	3		4		3	4	4	4	3	3.5	3.40	3.60	3.38	3.75	3.21
19.s	3.21	3	4	3	3	3	3	4	4		3	3		3		3	3	4	4	3	3.21	3.40	3.33	3.25	3.08	3.28
20.t	2.60	3	2	4	2	3	2	3	0		3	3		1		4	4	2	2	2	2.60	2.80	2.73	2.50	3.27	3.06
Program Characteristics																										
Paid Not Paid (100%)		P	P	NP	P	P	NP	NP	P	NP	P	P	P	P	P	P	P	NP	P	P						
Credit No Credit (100%)		C	MC	C	C	C	C	C	C	C	C	MC	MC	MC	C	C	MC	C	C	C						
Micrographic (100%)		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						

TABLE 7

Mean Ratings on Items in Teacher/Administrator Questionnaire
by Program and by Program Characteristics

Item	Grand Mean																			Mean Ratings by Program Characteristics						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Valid	Not Valid	Credit	No Credit	Non-graphic	Idiograhic
1.a	3.42	3.50	3.50		2.67	3.25	4.00	3.80	3.67	3.60	3.00	3.25		3.67			3.50	3.50	3.00	3.50	3.35	3.48	3.09	3.48	3.30	3.50
2.b	3.52	3.00	3.50		3.67	3.50	3.80	3.00	4.00	4.00	3.20	3.50		4.00			2.50	4.00	3.33	3.50	3.85	3.60	3.55	3.33	3.55	3.40
3.c	3.12	3.50	3.25		2.50	3.00	3.60	3.20	3.33	3.20	2.80	2.50		1.00			4.00	3.00	3.00	3.50	3.46	3.16	3.15	3.19	2.11	3.26
4.d	3.37	4.00	3.25		3.33	3.25	3.60	3.60	3.67	3.40	2.80	2.75		1.67			4.00	3.50	3.00	3.50	3.79	3.38	3.42	3.42	3.39	3.48
5.e	3.29	3.50	3.25		3.67	3.25	3.80	3.20	4.00	3.20	3.20	3.00		2.67			3.00	3.50	3.00	3.00	3.58	3.38	3.39	2.98	3.23	3.38
6.f	3.16	3.00	3.25		3.67	3.00	3.75	3.40	3.33	3.40	3.00	2.00		3.00			2.50	4.00	3.00	3.00	3.38	3.51	3.32	2.69	3.08	2.11
7.g	3.39	3.50	3.25		3.67	3.50	3.80	2.20	4.00	3.60	3.20	3.00		3.00			2.50	4.00	3.67	3.00	3.81	3.36	3.47	3.19	3.46	3.26
8.h	3.14	3.50	3.00		3.33	3.00	3.40	3.60	4.00	3.60	2.80	3.00		2.33			2.50	4.00	2.67	3.50	3.48	3.32	3.33	2.71	3.13	3.22
9.i	2.98	2.50	2.75		3.00	2.50	3.20	2.80	4.00	3.60	2.20	2.75		2.50			4.00	3.50	3.00	3.50	3.40	3.06	3.07	3.00	3.15	2.06
10.j	2.84	3.00	2.75		2.67	3.00	3.60	2.00	3.67	2.50	3.00	1.75		2.00			2.50	3.50	3.67	3.50	3.20	2.77	3.10	2.35	2.90	2.02
11.k	2.65	3.00	2.75		1.33	3.00	3.40	2.60	2.00	2.25	2.60	1.75		3.00			3.50	4.00	2.33	3.50	3.02	2.97	2.73	2.75	2.72	2.77
12.l	2.71	4.00	3.25		1.33	2.50	3.00	2.40	2.33	3.50	2.75	2.25		2.50			1.00	3.00	2.67	3.50	2.83	2.93	2.82	2.25	2.43	2.13
Program		P	P	HP	P	P	HP	HP	P	HP	HP	P	P	P	P	P	HP	P	P							
Mean from Panel		C	MC	C	C	C	C	C	C	C	C	MC	MC	MC	C	C	MC	C	C							
Mean from Panel		I	H	I	H	H	I	I	I	I	I	H	H	H	H	H	H	H	H							

TABLE 8
Mean Ratings on Items in Parent Questionnaire
by Program and by Program Characteristics

Item	Grand Mean																			Mean Ratings by Program Characteristics						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Paid	Not Paid	Credit	En Credit	Idio-graphic	
1.a	3.16	3.00			3.67	3.20	3.33	3.50	2.67	3.00	3.00	3.50	3.50	3.00	2.43	3.41		2.83	3.67	4.00	3.27	3.13	2.97	3.33	2.94	3.16
2.b	3.00	3.20			3.67	2.60	3.33	4.00	2.33	3.00	3.50	3.50	3.00	2.50	1.71	3.18		3.20	3.33	3.00	2.91	3.41	2.86	3.00	2.91	3.40
3.c	2.69	1.60			2.00	2.60	2.00	3.50	1.00	3.00	2.00	3.50	3.00	2.50	1.86	3.00		3.17	3.67	3.00	2.52	2.73	2.49	3.00	2.66	2.42
4.d	2.73	1.80			1.67	2.80	2.00	3.50	1.50	3.00	2.50	3.50	2.50	4.00	1.86	3.31		3.50	3.67	3.00	2.69	2.84	2.60	3.33	2.82	2.56
5.e	3.19	3.00			2.00	2.00	3.67	4.00	2.33	4.00	2.50	3.50	4.00	2.50	2.86	3.65		2.00	3.33	2.00	2.91	3.43	3.01	3.33	2.83	3.59
6.f	3.22	4.00			2.00	2.40	4.00	4.00	2.00	4.00	2.50	3.50	2.50	2.00	2.71	3.88		3.17	3.67	2.50	2.83	3.53	3.14	2.66	2.73	3.70
7.g	3.15	3.20			3.33	2.40	2.67	3.50	2.67	4.00	3.00	3.50	3.50	3.00	2.57	3.53		3.00	3.00	3.50	3.11	3.23	3.11	3.33	2.77	3.27
8.h	3.41	3.40			3.33	3.60	3.67	3.50	2.67	3.00	3.00	3.50	4.00	3.00	3.00	3.53		3.50	3.67	3.00	3.33	3.33	3.30	3.50	3.33	3.31
9.i	3.49	3.60			3.00	4.00	4.00	3.50	2.67	4.00	3.50	3.50	4.00	2.50	2.86	3.60		3.83	3.00	3.50	3.64	3.76	3.47	3.33	3.31	3.72
10.j	3.27	2.80			3.33	3.20	2.67	3.50	3.00	3.00	2.50	4.00	3.00	3.00	2.86	3.47		3.50	3.67	4.00	3.30	3.03	3.19	3.33	3.37	2.89
11.k	3.11	3.40			3.00	2.80	3.00	3.50	2.33	3.00	2.50	3.50	2.00	4.00	3.33	3.35		2.83	3.00	3.50	3.11	2.97	3.04	3.17	3.06	3.08
12.l	2.13	2.40			1.33	1.60	1.00	3.00	1.00	3.00	2.00	3.00	2.00	1.50	2.00	2.21		2.20	3.00	2.50	2.05	2.24	2.10	2.17	2.04	2.28
13.m	2.34	2.20			1.00	1.60	2.00	3.00	1.00	2.00	2.00	3.00	1.50	2.00	2.57	2.41		3.00	3.33	3.00	2.15	2.40	2.24	2.17	2.23	2.24
14.n	2.34	2.20			1.33	2.40	2.00	3.00	1.00	3.00	2.00	3.00	1.50	2.50	2.00	3.56		2.40	3.33	3.00	2.35	2.67	2.40	2.33	3.37	2.44
Program Characteristics		P	P	HP	P	P	HP	HP	P	HP	HP	P	P	P	P	P	P	P	HP	P	P					
Program Characteristics		C	HC	C	C	C	C	C	C	C	C	C	HC	HC	HC	C	C	HC	C	C	C					
Program Characteristics		I	H	I	H	H	I	I	H	I	I	H	H	H	H	H	H	H	H	H	H					

TABLE 9

Mean Ratings on Items in Worksite Supervisor Questionnaire
by Program and by Program Characteristics

Item	Grand Mean	Mean Ratings by Program																			Mean Ratings by Program Characteristics					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Paid	Not Paid	Credit	No Credit	Nono-thetic	Idio-graphic
1.0	3.20	2.60	3.00	4.00	1.67	3.33	4.00	3.25	2.67	3.50	3.80	3.67	3.00	3.00	3.75	3.00	0	3.00	2.33	3.67	2.97	3.59	3.18	3.17	3.01	3.53
2.0	3.21	2.50	3.50	3.20	2.00	3.33	3.67	3.33	3.33	3.50	3.60	3.33	3.20	3.00	3.50	3.00	0	3.38	2.67	3.33	3.06	3.45	3.17	3.26	3.13	3.30
3.0	3.37	3.00	3.50	3.20	3.00	3.67	3.67	3.00	3.00	3.50	3.40	3.33	3.17	3.00	3.75	3.67	0	3.63	3.67	3.33	3.34	3.40	3.13	3.25	3.39	3.30
4.0	2.76	2.00	3.00	2.40	2.50	3.67	3.00	2.67	3.67	0	2.80	3.33	2.00	2.00	3.25	2.33	0	3.25	2.67	2.00	2.97	2.78	2.49	2.58	2.81	2.53
5.0	3.18	3.20	4.00	2.80	3.00	2.67	4.00	3.33	3.33	2.50	2.80	3.67	3.33	3.00	3.75	2.50	0	3.38	3.33	3.00	3.19	3.14	3.07	3.50	2.1	3.11
6.0	2.55	2.33	3.00	2.75	3.00	1.00	2.50	3.00	0	3.00	2.20	2.00	3.33	1.00	2.00	2.67	0	3.13	1.67	4.00	2.64	2.76	2.56	2.33	2.43	2.63
7.0	2.92	2.00	3.00	3.40	3.67	3.33	3.00	2.00	3.33	2.50	3.40	3.00	3.17	0	3.00	2.00	0	2.38	3.33	3.00	2.98	2.78	3.10	3.06	3.02	2.72
8.0	3.16	2.60	3.50	3.60	2.50	2.67	3.67	3.25	3.33	3.00	3.00	3.00	2.83	3.00	3.67	3.33	0	3.13	3.33	3.67	3.12	3.28	3.20	3.08	3.16	3.19
9.1	2.63	2.00	3.50	2.40	1.67	1.33	2.00	2.50	2.67	2.00	3.00	2.33	1.67	3.00	3.75	3.00	0	2.25	3.33	2.00	2.52	2.48	2.42	2.63	2.54	2.32
10.1	2.22	2.33	2.50	3.40	2.00	1.00	1.50	2.00	1.50	1.50	2.40	1.67	2.20	0	2.75	2.33	0	2.50	2.67	1.33	2.03	2.22	1.09	2.12	2.04	2.19
11.1	3.57	3.40	4.00	3.60	2.67	3.67	4.00	3.25	3.00	4.00	3.60	4.00	3.50	3.00	4.00	4.00	0	3.50	3.67	3.67	3.22	3.66	3.57	3.63	3.81	3.64
12.1	3.51	3.40	4.00	3.40	3.33	3.33	4.00	3.25	3.33	4.00	3.20	3.33	3.50	3.00	4.00	3.67	0	3.50	3.67	3.67	3.52	3.55	3.55	3.46	3.53	3.54
13.0	3.68	2.80	4.00	3.60	3.33	4.00	4.00	3.25	4.00	3.50	3.80	4.00	3.83	4.00	3.67	3.67	0	3.88	3.67	3.67	3.72	3.67	3.63	3.96	3.81	3.49
14.0	2.66	1.50	2.00	3.40	2.00	3.00	1.50	2.33	2.33	2.00	3.00	2.33	2.00	0	3.67	3.33	0	3.13	3.67	2.00	2.53	2.56	2.47	2.11	2.68	2.39
15.0	2.06	2.00	2.00	2.60	2.00	1.00	1.00	1.00	1.50	3.00	1.75	1.33	2.20	0	2.33	2.00	0	2.50	2.67	1.33	1.85	1.99	1.91	1.84	1.90	1.89
Program																										
Program		P	P	NP	P	P	NP	NP	P	NP	NP	P	P	P	P	P	P	NP	P	P						
Program		C	NC	C	C	C	C	C	C	C	C	NC	NC	NC	C	C	NC	C	C	C						
Program		I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I						

TABLE 16

Mean Ratings on Items in Student Questionnaire
by Program and by Program Characteristics

Item	Grand Mean	Mean Ratings by Program																		Mean Ratings by Program Characteristics						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Paid	Not Paid	Credit	No Credit	Economic	Idiographic
1.a	3.00	2.71	3.00	3.57	3.60	2.94	2.60	3.00	2.71	2.30	2.75	2.86	3.67	3.00	3.18	2.82	4.00	2.92	3.18	3.16	3.36	2.86	2.96	3.09	3.16	2.82
2.b	2.85	2.20	3.00	3.71	3.33	3.11	2.06	3.07	2.71	2.50	3.00	2.86	3.33	3.50	2.79	3.12	3.86	3.46	2.55	2.74	3.01	2.97	2.88	3.31	3.10	2.76
3.c	3.28	2.93	3.29	3.57	3.93	3.39	3.00	3.15	3.12	2.90	3.38	3.71	3.80	3.00	3.39	3.41	2.43	3.31	2.75	3.47	3.28	3.22	3.26	3.25	3.31	3.16
4.d	2.72	3.00	3.14	3.50	3.00	2.79	2.28	1.75	2.65	2.86	2.86	3.00	2.50	3.50	2.71	3.56	3.29	2.30	1.80	2.18	2.86	2.60	2.66	3.09	2.80	2.71
5.e	3.03	2.93	3.29	3.43	2.87	2.79	3.60	3.23	1.88	3.00	3.38	3.00	3.20	3.00	2.83	3.81	3.14	2.50	2.58	3.00	2.95	3.19	2.99	3.13	2.91	3.26
6.f	3.77	3.67	3.62	3.57	3.40	3.37	3.05	3.39	2.88	3.56	3.13	2.86	3.80	3.50	3.38	3.77	3.71	2.92	2.33	3.33	3.36	3.27	3.27	3.50	3.30	3.48
7.g	3.37	3.33	3.21	3.29	3.53	3.68	3.40	3.08	3.13	3.30	2.75	3.43	3.33	3.00	3.52	3.59	3.86	3.33	3.00	3.53	3.39	3.19	3.32	3.37	3.39	3.19
8.h	2.98	3.27	3.14	2.43	3.00	2.89	3.50	3.15	3.12	2.70	2.63	2.71	3.00	3.00	3.00	3.35	3.14	3.08	2.20	2.50	2.95	2.92	2.92	3.00	2.70	2.95
9.i	3.41	3.87	3.71	3.85	3.33	3.37	3.75	3.85	2.68	2.90	2.88	3.43	3.67	3.50	3.46	3.56	3.43	3.09	3.00	3.16	3.41	3.39	3.35	3.55	3.35	3.52
10.j	2.95	2.93	3.07	3.57	3.14	3.22	2.58	3.00	3.06	3.00	2.50	2.86	3.40	3.00	3.00	3.24	3.00	2.82	2.33	2.61	2.99	2.91	2.93	3.03	2.98	2.93
11.k	2.44	3.60	3.71	4.00	3.33	3.58	3.65	3.23	3.24	3.11	3.75	3.17	3.80	3.50	3.50	3.59	3.71	2.92	3.00	3.11	3.44	3.44	3.40	3.58	3.40	3.56
12.l	3.35	3.07	3.64	3.57	3.60	3.58	3.25	3.39	3.29	3.10	3.75	3.29	3.93	3.50	3.33	3.35	3.14	3.25	3.00	3.31	3.38	3.38	3.34	3.48	3.39	3.36
13.m	3.26	3.33	3.21	3.14	3.33	3.47	3.25	2.92	2.94	3.00	3.38	3.29	3.67	3.00	3.30	3.35	3.43	3.08	2.83	3.61	3.29	3.13	3.21	3.25	3.27	3.17
14.n	2.50	1.39	2.36	3.14	2.00	2.78	1.88	2.15	3.12	1.90	2.88	2.29	2.67	3.50	3.00	2.47	2.57	2.42	2.92	2.88	2.78	2.40	2.50	2.68	2.69	2.22
15.o	2.92	2.97	2.79	3.17	3.07	3.14	2.94	2.46	3.29	2.30	3.00	2.67	3.00	3.00	3.22	3.00	3.00	3.15	2.58	2.90	2.34	2.86	2.91	2.89	2.98	2.74
16.p	2.05	1.09	2.07	2.57	1.73	2.25	2.09	1.39	2.29	2.50	1.63	2.00	2.33	2.50	2.52	2.14	2.00	2.15	2.11	2.06	2.08	2.14	2.03	2.18	2.17	1.86
17.q	3.17	3.40	3.14	3.17	3.29	3.06	3.65	2.85	3.29	2.67	3.00	3.00	3.40	3.50	3.29	3.59	3.29	2.77	1.91	3.05	3.14	3.11	3.07	3.27	3.12	3.12
18.r	3.15	2.93	2.85	3.00	1.80	3.33	3.30	3.00	3.53	2.90	3.13	3.57	3.17	3.50	3.00	3.44	2.57	3.25	2.91	3.06	3.21	3.10	3.18	3.13	3.23	3.04
19.s	2.45	2.31	3.00	2.13	2.85	3.16	2.79	2.69	2.78	2.63	2.83	3.00	3.50	2.39	2.69	3.43	2.82	2.58	3.26	2.95	2.69	2.76	3.15	2.98	2.61	
20.t	2.69	2.50	2.50	2.71	2.93	2.79	2.87	3.00	2.88	2.50	2.38	3.29	2.08	3.00	2.47	3.00	1.86	2.39	2.46	2.78	2.65	2.64	2.69	2.53	2.64	2.66
21.u	3.17	2.62	2.67	3.57	3.62	3.05	3.35	2.93	3.65	2.40	3.00	3.40	2.75	2.50	3.17	3.59	4.00	3.50	2.42	3.21	3.13	3.13	3.15	2.86	3.19	2.98
Program Characteristics																										
Not Paid	P	P	NP	P	P	NP	NP	P	NP	NP	P	P	P	P	P	P	P	NP	P	P						
Not Paid	C	NC	C	C	C	C	C	C	C	C	C	C	NC	NC	NC	C	C	NC	C	C						
Not Paid	I	P	I	P	P	I	I	P	I	I	P	P	P	P	P	P	P	P	P	P						

APPENDIX D

QUESTIONNAIRE ITEMS
ARRANGED BY CLUSTER

CONSTITUENT QUESTIONNAIRE ITEMS

Arranged by Cluster

Cluster: <u>Goals and Objectives</u>	
Constituency	Item
	HOW IMPORTANT IS IT THAT
C	d 1. ... there be a basic set of goals for the program to explain it to educators, business and labor leaders, legislators, parents, etc.?
C	j 2. ... program goals be developed in cooperation with faculty administration, community resource persons, parents, and students?
T/A	a 3. ... the faculty and administration participate in the development of the goals and objectives of an experimental education program?
P	a 4. ... the goals and purposes of an experiential education program be clearly understood by parents?
WS	a 5. ... the goals and objectives of the program be clearly stated?
ST	a 6. ... students know exactly what they will get out of the program before they begin?
ST	c 7. ... students know exactly what is expected in order for them to complete the program successfully?
L	b 8. ... program goals be developed cooperatively?
L	c 9. ... program goals be defined in "plain English"?

Cluster: School

	HOW IMPORTANT IS IT THAT
C	n 1. ... there be clear lines of communication with the administration of the institution?
C	p 2. ... a program have a classroom component and a community-based experiential component?
T/A	b 3. ... a program be developed as an integral part of the total curriculum?

Constituency	Item	
T/A	b	4. ... faculty and administration be involved in and aware of program development?
T/A	f	5. ... faculty and administration be encouraged to offer ideas and suggestions to enhance the program?
T/A	g	6. ... the program schedule and operation are an integral part of the total school schedule and operation?
T/A	h	7. ... the program be interdependent with other components of the school curriculum so that components may compliment each other?
T/A	j	8. ... classroom teachers share in the ownership of the program by being involved in its planning and implementation?
P	e	9. ... student experiences and success in a program be relayed to the college admissions counselor?
P	f	10. ... student experiences and success in a program be made part of his/her permanent school record?
WS	n	11. ... teachers visit students occasionally to help them understand how what they learn in school relates to what they do in their placement?
ST	p	12. ... faculty not participating directly in the program sometimes visit students in their placements?
ST	r	13. ... the program not cause the students any hassles with the school or other teachers?
ST	s	14. ... students be helped to relate whay they learn in school to what they are learning at the work site?
ST	t	15. ... being in an experiential program have equal status with being in other programs like math or social studies?
ST	u	16. ... students receive academic credit for successfully completing the program?

Constituency	Item	
Cluster: <u>Placements</u>		
HOW IMPORTANT IS IT THAT		
C	c	1. ... there be a system for recruiting, cataloguing, and evaluating community placements?
C	t	2. ... community resource persons be provided with orientation and periodic training during the school year?
P	c	3. ... parents collaborate in making decisions about a child's placements?
ST	b	4. ... students know exactly what they will be doing in the work setting before they begin?
ST	e	5. ... students be able to choose from different kinds of work site placements?
ST	f	6. ... a work site be one in which the students have some training or interest?
ST	g	7. ... a work site provide experience that a student can use later in life?
ST	h	8. ... the student, staff, and work site supervisor decide where a student will be placed?
WS	f	9. ... the organization be kept aware of the distinction between paid and nonpaid participation by students?
L	g	10. ... program staff work with both labor and management in determining work site placements?

Cluster: Work-Site Supervisors

HOW IMPORTANT IS IT THAT

WS	e	1.	...	first-line supervisors be supportive of the organization's participation in the program?
----	---	----	-----	--

Constituency	Item	
WS	g	2. ... organization personnel participate in selecting students for placement?
WS	k	3. ... persons in your organization who work with students be tolerant of mistakes, ready to help, and willing to listen?
WS	l	4. ... persons in your organization working with students be willing to share what they know?
ST	i	5. ... work-site supervisors understand the purpose of the program clearly?
ST	j	6. ... work-site supervisors plan the student experiences carefully?
ST	k	7. ... work-site supervisors be able to talk easily with students?
ST	l	8. ... work-site supervisors tell the students how they are doing?
ST	q	9. ... students have a chance to develop and use some of their own ideas at the placement?
L	f	10. ... program staff respect collective bargaining agreements between labor and management?
L	h	11. ... program staff work with both labor and management in training work-site personnel who assist students?

Cluster: Staff

HOW IMPORTANT IS IT THAT

C	a	1. ... there be an established set of criteria for selecting and recruiting staff?
C	e	2. ... there be a continuous training process for program staff and directors?

Constituency	Item	
C	q	3. ... there be policies regarding activities and responsibilities of the program staff?
C	s	4. ... there be policy statements regarding the operation and management of the program?
T/A	c	5. ... the policies and procedures regarding the activities, responsibilities and compensation of the program staff be worked out and documented by the faculty, administration, and school board?
P	b	6. ... parents know in advance what the experiential opportunities are for a son/daughter in order to plan accordingly?
P	d	7. ... program directors work cooperatively with parents?
P	h	8. ... students and parents be assured that in-school matters, such as attendance, grading, and credit are properly provided for?
P	i	9. ... students and parents be assured that out-of-school matters such as liability, injury, and child labor laws are properly provided for?
ST	m	10. ... program staff take a personal interest in the students, helping them with their problems and providing praise and encouragement?
ST	n	11. ... program staff visit students at their work sites?
ST	o	12. ... program staff help students understand the meaning of their program experiences?
WS	b	13. ... the role of the organization be clearly expressed by program staff?
WS	c	14. ... the program staff be informed about the operations of the organization when seeking a specific kind of student placement?
WS	d	15. ... the program staff be informed about policy matters such as child labor laws, liability, and labor relations as they apply to the organization during its cooperation with the program?

Constituency	Item	
WS	i	16. ... the staff visit occasionnally to give appropriate supervision or assistance?
L	d	17. ... program staff be knowledgeable about the local labor movement, the major unions in the area, the central labor council, etc.?
L	e	18. ... program staff be knowledgeable about labor's civic role in the community, for example, in the areas of voter registration, community service, counseling, public education support?
L	i	19. ... program staff be aware of organized labor's valid concern with related labor issues, for example, displacement, maintenance of wage standards, working conditions?

Cluster: Students

HOW IMPORTANT IS IT THAT

C	l	1. ... there be a set of criteria for recruiting and selecting students?
C	r	2. ... there be policy guidelines for the responsibilities of all student participants in a program?
T/A	d	3. ... the policies and procedures regarding students themselves, as well as their activities and responsibilities in the program, be worked out and agreed upon with the faculty and administration?
P	g	4. ... a program provide a breadth of experience in growth and learning so that students of all levels of ability may be attracted and served?
WS	m	5. ... a student knows what the ground rules are, including what is expected?
ST	d	6. ... the program be available to all students?

Constituency		Item	
Cluster: <u>Parents</u>			
HOW IMPORTANT IS IT THAT			
C	g	1.	... there be an orientation program for parents?
C	h	2.	... the parents be informed about the developments in the program throughout the school year?
P	k	3.	... the purposes, functions, and advantages of the various kinds of paid and nonpaid program in a school be shared with parents?
P	l	4.	... parents be involved as resource persons for finding new placements?
P	m	5.	... parents be enlisted as advocates of the program?

Cluster: Evaluation

HOW IMPORTANT IS IT THAT			
C	o	1.	... there be a periodic reassessment to see how well a program is meeting the stated goals and objectives?
C	k	2.	... a wide variety of evaluation methods be used to assist in documenting, measuring, and assessing student performance in the program?
T/A	k	3.	... faculty members and administration be involved in planning and implementing evaluation of student performance in the program?
P	j	4.	... parents be informed of a student's progress?
WS	h	5.	... the process for evaluating the performance of a student while in the organization be defined and agreed upon?

Constituency		Item	Cluster: <u>Community/School Interface</u>
			HOW IMPORTANT IS IT THAT
C	i	1.	... there be an advisory board to help in the development and implementation of a program?
T/A	l	2.	... the program's advisory group include a proportionate representation of teachers and administrators?
P	n	3.	... the program's advisory group include a proportionate representation of parents?
L	a	4.	... organized labor and other community representatives participate in the initial planning sessions for an experiential learning program?
L	j	5.	... benefits result to the labor movement from cooperation in the program, such as new contacts in the education community and greater opportunity to present labor's role to students and teachers?
L	l	6.	... the program's advisory group include a proportionate representation of labor representatives?
T/A	i	8.	... the school's public relations procedures encourage creative news stories and publicity about the program, including the activities of community and business sponsors?
WS	j	9.	... the organization be given recognition and media exposure, if possible, for cooperating with the program?
WS	o	10.	... news stories and any other publicity about the program be handled through the public relations regularly employed the the school system?
L	k	11.	... labor's participation in the program be recognized and noted in publicity, public recognition, etc.?
C	b	12.	... there be a systematic plan for funding and appropriating money to support a program?
C	m	13.	... the governing board (school board) for the educational institution adopt a position statement supporting the program and its goals?

APPENDIX E

ANALYSIS OF CONSTITUENT
RESPONSES BY CLUSTERS

TABLE 1
CLUSTER: GOALS
Analysis of Constituent Responses

Comparison		Coordinators		Teach./Adm.		Parents		Work Site Supervisors		Students	
		M	F	M	F	M	F	M	F	M*	F*
1. Male/Female	Mean Rating	3.43	2.83	3.48	3.30	3.04	3.23	3.12	3.26	2.98	3.27
	Standard Deviation	.53	.75	.63	.73	.96	.71	.84	.73	.59	.68
	Number	7	9	31	20	26	39	34	31	109	124
		N	I	N*	I*	N	I	N	I	N*	I*
2. Homothetic/ Idiographic	Mean Rating	3.17	2.88	3.26	3.76	3.16	3.18	3.11	3.42	3.23	2.91
	Standard Deviation	.81	.25	.70	.44	.84	.60	.81	.69	.60	.74
	Number	12	4	35	17	57	11	47	19	177	63
		P	NP	P	NP	P	NP	P*	NP*	P*	NP*
3. Paid/Non-Paid	Mean Rating	3.14	3.00			3.11	3.26	2.95	3.52	3.23	3.01
	Standard Deviation	.84	.35			.85	.73	.84	.58	.59	.71
	Number	11	5			36	31	38	27	153	86
		C	NC	C	NC	C	NC	C	NC	C	NC
4. Credit/Non-Credit	Mean Rating	3.12	3.00			3.17	3.29			3.14	3.22
	Standard Deviation	.69	1.00			.83	.49			.68	.49
	Number	13	3			60	7			197	41
				T							
5. Teacher/ Administrator	Mean Rating			3.55	3.35						
	Standard Deviation			.60	.71						
	Number			20	31						
								P	NP2*		
6. Profit/Non-Profit	Mean Rating							3.00	3.48		
	Standard Deviation							.85	.59		
	Number							40	25		
		Student				Parent					
		9	10	11	12	9	10	11	12		
7. Grade	Mean Rating	3.13	3.18	3.29	3.10	3.27	2.33	3.45	3.24		
	Standard Deviation	.67	.77	.59	.65	.79	.71	.69	.76		
	Number	15	19	43	159	11	9	11	37		

*Significant Difference

TABLE 2

CLUSTER: SCHOOL
Analysis of Constituent Responses

Comparison	School	Coordinators		Teach./Adm.		Parents		Work Site Supervisors		Students	
		M	F	M	F	M	F	M	F	M	F
1. Male/Female	1. Mean Rating	2.90	3.17			3.28	3.14	2.62	2.65	2.75	2.80
	Standard Deviation	.57	.73			.93	.91	.98	.98	.47	.66
	Number	7	8			25	37	29	26	94	101
2. Nomothetic/Idiographic	2. Mean Rating	N ^o 3.24	I ^a 2.50	N 3.19	I 3.24	N ^o 3.08	I ^a 3.91	N 2.80	I 2.31	N 2.83	I 2.67
	Standard Deviation	.54	.69	.70	.36	.93	.20	.94	1.01	.54	.71
	Number	11	4	34	15	54	11	40	16	152	48
3. Paid/Non-Paid	3. Mean Rating	P 3.17	NP 2.80	P	NP	P ^a 2.79	NP ^a 3.69	P 2.63	NP 2.65	P 2.81	NP 2.77
	Standard Deviation	.50	.90			.95	.54	.94	1.03	.58	.58
	Number	10	5			34	31	32	23	132	66
4. Credit/Non-Credit	4. Mean Rating	C 3.11	NC 2.78	C	NC	C 3.17	NC 3.64	C	NC	C 2.82	NC 2.66
	Standard Deviation	.72	.19			.92	.63			.58	.63
	Number	12	3			58	7			166	31
5. Teacher/Administrator	5. Mean Rating			T 3.15	A 3.23						
	Standard Deviation			.79	.48						
	Number			20	28						
6. Profit/Non-Profit	6. Mean Rating							P 2.60	NP ² 2.70		
	Standard Deviation							1.01	.92		
	Number							35	20		
7. Grade	7. Mean Rating	9 2.80	Student 10 2.68	11 2.91	12 2.79			9 3.41	10 2.69	11 2.75	12 3.42
	Standard Deviation	.37	.53	.55	.61			.54	.84	.83	.95
	Number	13	17	34	132			11	8	10	36

*Significant Difference

TABLE 3
CLUSTER: PLACEMENT
Analysis of Constituent Responses

Comparison		Coordinators		Teach./Adm.	Parents		Work Site Supervisors		Students	
		M	F		M	F	M*	F*	M*	F*
1. Male/Female	1. Mean Rating	3.25	2.72		2.52	2.67	2.81	2.18	2.99	3.20
	Standard Deviation	.52	.57		.99	1.01	.95	.80	.50	.53
	Number	6	9		23	39	24	22	101	121
		N	I		N	I	N	I	N	I
2. Nomothetic/ Idiographic	2. Mean Rating	2.82	3.25		2.67	2.20	2.51	2.67	3.11	3.12
	Standard Deviation	.56	.65		1.00	1.00	.98	.78	.55	.48
	Number	11	4		55	10	35	12	169	60
		P	NP		P	NP	P	NP	P	NP
3. Paid/Non-Paid	3. Mean Rating	2.75	3.30		2.54	2.66	2.67	2.37	3.08	3.17
	Standard Deviation	.54	.57		1.04	1.01	.92	.96	.56	.46
	Number	10	5		35	29	27	19	146	82
		C	NC		C	NC	C	NC	C	NC
4. Credit/Non-Credit	4. Mean Rating	3.00	2.67		2.57	2.83			3.10	3.20
	Standard Deviation	.56	.76		1.04	.75			.53	.53
	Number	12	3		58	6			186	41
5. Teacher/ Administrator										
6. Profit/Non-Profit	6. Mean Rating						P	NP ₂		
	Standard Deviation						2.67	2.37		
	Number						.92	.96		
							27	19		
		Student					Parent			
7. Grade	7. Mean Rating	9	10	11	12		9	10	11	12
	Standard Deviation	3.12	3.09	3.18	3.11		3.00	2.44	2.91	2.41
	Number	.41	.41	.52	.53		1.10	.88	.94	1.02
		13	19	40	153		11	9	11	34

*Significant Difference

TABLE 4
CLUSTER: WORK SITE SUPERVISOR
Analysis of Constituent Responses

Comparison		Coordinators	Teach./Adm.	Parents	Work Site Supervisors		Students	
					M	F	M ²	F ²
1. Male/Female	1. Mean Rating				3.35	3.23	3.18	3.33
	Standard Deviation				.54	.46	.50	.50
	Number				31	26	102	125
2. Homothetic/Idiographic	2. Mean Rating				3.34	3.22	3.25	3.33
	Standard Deviation				.44	.67	.51	.49
	Number				43	15	172	62
3. Paid/Non-Paid	3. Mean Rating				3.30	3.29	3.23	3.35
	Standard Deviation				.51	.51	.52	.48
	Number				36	21	149	84
4. Credit/Non-Credit	4. Mean Rating						C	MC
	Standard Deviation						3.27	3.31
	Number						.52	.44
5. Teacher/Administrator	5. Mean Rating						191	41
	Standard Deviation							
	Number							
6. Profit-Non-Profit	6. Mean Rating				P	NP		
	Standard Deviation				3.24	3.40		
	Number				.48	.54		
					37	20		
7. Grade		Student						
		9	10	11	12			
	7. Mean Rating	3.06	3.24	3.38	3.26			
	Standard Deviation	.40	.53	.51	.51			
	Number	13	19	42	156			

* Significant Difference

TABLE 5
CLUSTER: STAFF
Analysis of Constituent Responses

Comparison		Coordinators		Teach./Adm.		Parents		Work Site Supervisors		Students	
		M	F	M	F	M	F	M	F	M	F
1. Male/Female	1. Mean Rating	3.17	3.06	3.153	3.05	3.06	3.26	3.02	2.95	2.89	2.87
	Standard Deviation	.38	.44	.90	.78	.76	.47	.51	.52	.60	.71
		6	8	30	19	24	35	26	27	104	122
		N	I	N	I	N	I	N	I	N*	I*
2. Nomothetic/Idiographic	2. Mean Rating	3.08	3.25	3.00	3.35	3.17	3.20			2.99	2.62
	Standard Deviation	.42	.36	.94	.61	.65	.40			.61	.76
		12	2	33	17	51	11			174	58
		P	NP	P	NP	P*	NP*	P	NP	P*	NP*
3. Paid/Non-Paid	3. Mean Rating	3.09	3.17			3.03	3.35	2.96	3.02	2.98	2.74
	Standard Deviation	.44	.29			.68	.47	.58	.42	.63	.70
		11	3			34	28	32	21	152	78
		C	NC	C	NC	C	NC	C	NC	C	NC
4. Credit/Non-Credit	4. Mean Rating	3.18	2.83			3.17	3.21			2.90	2.86
	Standard Deviation	.39	.38			.63	.44			.67	.69
		11	3			55	7			188	41
				T*	A*						
5. Teacher/Administrator	5. Mean Rating			3.53	2.87						
	Standard Deviation			.77	.82						
				19	30						
6. Profit/Non-Profit											
		Student						Parent			
		9	10	11	12			9	10	11	12
7. Grade	7. Mean Rating	2.93	2.57	3.15	2.88			3.27	2.75	3.47	3.15
	Standard Deviation	.53	.75	.61	.66			.60	.76	.45	.59
		14	20	39	155			11	8	10	33

*Significant Difference

TABLE 6
CLUSTER: STUDENTS
Analysis of Constituent Responses

Comparison		Coordinators		Teach./Adm.		Parents		Work Site Supervisors		Students	
		M	F	M	F	M	F	M	F	M	F
1. Male/Female	1. Mean Rating	3.57	3.39	3.29	3.45	3.08	3.18	3.68	3.67	2.68	2.73
	Standard Deviation	.61	.70	.74	.83	1.06	.73	.68	.48	1.01	1.12
	Number	7	9	31	20	26	38	34	30	104	120
2. Homothetic/Idiographic	2. Mean Rating	3.50	3.38	3.26	3.59	3.14	3.18	3.80	3.37	2.78	2.54
	Standard Deviation	.71	.48	.82	.62	.86	.87	.40	.83	1.01	1.23
	Number	12	4	35	17	56	11	46	19	173	57
3. Paid/Non-Paid	3. Mean Rating	3.55	3.30	P	NP	P*	NP*	P	NP	P	NP
	Standard Deviation	.72	.45			.92	.72	.49	.71	1.01	1.16
	Number	11	5			36	31	38	26	149	79
4. Credit/Non-Credit	4. Mean Rating	3.46	3.50	C	NC	C	NC	C	NC	C*	NC*
	Standard Deviation	.63	.87			.89	.54			1.08	.95
	Number	13	3			60	7			185	42
5. Teacher/Administrator	5. Mean Rating			T	A						
	Standard Deviation			.76	.78						
				20	31						
6. Profit/Non-Profit	6. Mean Rating							P2	NP2		
	Standard Deviation							3.68	3.67		
	Number							.62	.57		
								40	24		
7. Grade	7. Mean Rating	9	Student	11	12			9	Parent	11	12
	Standard Deviation	2.42	10	3.33	2.64	2.71		2.73	3.25	3.36	3.19
	Number	1.00	.77	1.04	1.09			.79	.71	1.03	.85
		12	18	44	153			11	9	11	37

*Significant Difference

TABLE 7
CLUSTER: PARENTS
Analysis of Constituent Responses

Comparison		Coordinators		Teach./Adm.	Parents		Work Site Supervisors	Students
		M	F		M	F		
1. Male/Female	1. Mean Rating	2.40	2.50		2.50	2.61		
	Standard Deviation	.65	.82		.88	.68		
	Number	5	7		22	33		
2. Nomothetic/ Idiographic	2. Mean Rating	N	I		N	I		
	Standard Deviation	2.50	2.38		2.54	2.60		
	Number	.66	.95		.76	.80		
3. Paid/Non-Paid	3. Mean Rating	8	4		48	10		
	Standard Deviation	P	NP		P	NP		
	Number	2.50	2.38		2.50	2.59		
4. Credit/Non-Credit	4. Mean Rating	.66	.95		.84	.68		
	Standard Deviation	8	4		30	27		
	Number	2.45	2.50		2.55	2.48		
5. Teacher/ Administrator	5. Mean Rating	.76	.71		.76	.88		
	Standard Deviation	10	2		50	7		
	Number							
6. Profit/Non-Profit	6. Mean Rating							
	Standard Deviation							
	Number							
7. Grade	7. Mean Rating				9	10	11	12
	Standard Deviation				2.83	2.86	2.47	2.42
	Number				.77	.87	.80	.71
					10	7	10	31

TABLE 3
CLUSTER EVALUATION
Analysis of Constituent Responses

Comparison		Coordinators		Teach./Adm.		Parents		Work Site Supervisors		Students
1. Male/Female	1. Mean Rating	M	F	M	F	M	F	M	F	
	Standard Deviation	2.40	2.50	2.73	2.56	3.31	3.26	3.24	3.03	
	Number	.65	.82	.94	1.10	.79	.82	.74	.82	
2. Nomothetic/ Idiographic	2. Mean Rating	5	7	30	18	26	39	34	29	
	Standard Deviation	N	I	N	I	N	I	N	I	
	Number	2.50	2.38	2.58	2.81	3.33	2.91	3.13	3.21	
3. Paid/Non-Paid	3. Mean Rating	.66	.95	1.06	.83	.76	.94	.79	.79	
	Standard Deviation	8	4	33	16	57	11	45	19	
	Number	P	NP			P	NP	P	NP	
4. Credit/Non-Credit	4. Mean Rating	2.50	2.38			3.31	3.23	3.08	3.23	
	Standard Deviation	.66	.95			.82	.81	.83	.71	
	Number	8	4			36	31	37	26	
5. Teacher/ Administrator	5. Mean Rating	C	NC			C	NC			
	Standard Deviation	2.45	2.50			3.27	3.29			
	Number	.76	.71			.82	.76			
6. Profit/Non-Profit	6. Mean Rating	10	2			60	7			
	Standard Deviation			T	A					
	Number			2.79	2.55					
7. Grade	7. Mean Rating			.86	1.09					
	Standard Deviation			19	29					
	Number									
Student										

TABLE 9

CLUSTER: COMMUNITY/SCHOOL INTERFACE
Analysis of Constituent Responses

Comparison		Coordinators		Teach./Adm.		Parents		Work Site Supervisors		Students	
1. Male/Female	1. Mean Rating	M	F	M	F	M	F	M	F		
	Standard Deviation	3.00	2.63	3.00	2.68	2.41	2.32	2.17	2.13		
	Number	.75	.58	.67	.90	1.05	.85	.80	.85		
		7	8	27	19	22	37	26	24		
2. Homothetic/ Idiographic	2. Mean Rating	N	I	N	I	N	I	N	I		
	Standard Deviation	2.78	2.89	2.74	3.13	2.34	2.33	2.09	2.46		
	Number	.63	.96	.78	.70	.94	.87	.86	.69		
		12	3	31	16	53	9	39	12		
3. Paid/Non-Paid	3. Mean Rating	P	NP			P	NP	P	NP		
	Standard Deviation	2.85	2.67			2.27	2.39	2.02	2.37		
	Number	.60	.90			1.01	.83	.84	.74		
		11	14			33	28	31	19		
4. Credit/Non-Credit	4. Mean Rating	C	NC			C	NC				
	Standard Deviation	2.86	2.56			2.35	2.14				
	Number	.64	.94			.94	.90				
		12	3			54	7				
5. Teacher/ Administrator	5. Mean Rating			T	A						
	Standard Deviation			2.88	2.83						
	Number			.68	.82						
				17	29						
6. Profit/Non-Profit	6. Mean Rating							P ₂	NP ₂		
	Standard Deviation							2.06	2.31		
	Number							.86	.73		
								32	18		
7. Grade	7. Mean Rating								Parent		
	Standard Deviation							9	10	11	12
	Number							2.70	2.22	2.36	2.25
								.95	1.20	.92	.84
								10	9	11	32

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